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ABSTRACT

The document contains information on adult education in India, consisting mainly of a collection of previously published articles from professional journals and other related communications focusing on: input factors, nonformal education, voluntary organizations, literacy, community development, urban education, worker education, Satellite Instructional Television Experiment, and adult education organizations. (EA)

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INDIAN PERSPECTIVES ON ADULT EDUCATION IN INDIA: VIEWS FROM THE INSIDE

Edited

by

MOSES STAMBLER

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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Graduate Adult Educator Program
Southern Connecticut State College

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INDIAN PERSPECTIVES ON ADULT EDUCATION IN INDIA: VIEWS FROM THE INSIDE

Edited by:
Dr. Moses Stambler, Professor of Education
Developer and Director of the Adult Educator
Program in India - Summer 1975

Edited for use by the Graduate Adult
Educator Program at
Southern Connecticut State College
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New Haven, Connecticut 06515
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A. INTRODUCTION

On June 12th, 1975, a group of twenty-two American Adult Educators embarked on a sixty-five day educational program in India. Under the leadership and directorship of Dr. Moses Stambler, and the sponsorship and funding of the Office of Education, Institute of International Education, Group Projects Abroad Program (directed by Dr. Joe Belmonte) and its agent USEFI, members of the group participated in the first such federally sponsored program for adult educators. It was one of the five OE-University sponsored programs operational for India in 1975, and represented a major recognition and milestone for adding an International Education dimension to the personal growth and teaching capability of Adult Educators.

The group that went to India included city and local directors of adult education, vocational education teachers and administrators, community college and extension service people, teachers of Adult Basic Education and English as a Second Language, and Adult Education Masters Degree students and doctoral candidates.

The proposal, as submitted by Dr. Stambler, coordinator of the Graduate Adult Educator Program at Southern Connecticut State College, included in its trip objectives the addition of an Indian international perspective for adult educators in the New England Region, and the addition of this dimension to their Adult Education programs at home. To accomplish this task, a broad program of visitations to Indian Adult Education operations was developed and implemented.

In the course of our broad travels and visitations, we had an opportunity to view some major adult education operations, and to come to understand and appreciate many of the problems and accomplishments of educating adults in India. There was extensive interchange of ideas with counterpart adult educators on issues and approaches in Adult Education both in India and the United States, and a broadening of perspective and appreciation by both our American group and the Indians we met.

In the federal government structure of India, we found a great deal of helpfulness, friendliness, and genuine warmth at all levels - national, state, local, and at the level of ancillary private voluntary social service and adult education agencies. Inherent cultural and political differences on a broad national level were quickly and significantly minimized by a consistent frank and healthy people-to-people exchange of ideas.

Our trip lasted from June 15-August 16, of which twenty-one days were spent in residence at Seva Mandir (Temple of Service) in rural Udaipur in the state of Rajasthan. Our first seven days were spent in Delhi and included visits to the National Directorate of Adult Education of the Ministry of Education, the Indian Adult Education Association, the National Federation of Indian Women, the National Centre for Educational Research and Technology, and the Ghandi Peace Foundation. Our objectives in Delhi included securing a broad national perspective and conceptual framework on Adult Education in India. What we found were hard working people at the Ministry of Education and at public and private organizations, trying their best to maximize information and programs, at best, a difficult job in a federal political system. After a two day cultural visit to Agra, we spent three days in Jaipur under the auspices of Mrs. C. K. Dandiya, Head of the Department of Adult Education at the University of Rajasthan. Arrangements were made for us to visit literacy classes in the scheduled caste section (i.e. Harijans or untouchable caste) by the Rajasthan Adult Education Association. Also, we visited a worker Education program, where we viewed an effective use of simulation techniques.

We arrived at Udaipur on Saturday, June 28th, stayed there for three weeks, and had an intensive adult education and cultural program in affiliation with Seva Mandir under the direction of Dr. Mohan Mehta, Sri Bordia and Kishore Saint. In addition to lectures delivered by members of the University of Rajasthan and people affiliated with Seva Mandir on Indian culture, civilization, arts, history, politics, education and international relations, we went on extensive visits to villages and rural adult education operations and other types of rural oriented development programs. Also, we visited the Bhil Tribal group. Through our visitations we were able to learn more about the exciting and colorful folk-arts and handicrafts of the Rajasthani people. During our comparatively long residence in Udaipur, we had the unusual opportunity of extensive in-depth discussions with Indian colleages and counterparts on ideas, plans, activities and accomplishments of programs for adults in rural areas.

From Udaipur, we traveled to Bombay in the state of Maharashtra, where we stayed for three days. During that time, we visited the Saint Xavier Jesuit Institute for Communications and learned from Father Gerry D'Rozario about their exciting plans to use the TV media for adult-literacy and social education purposes. We also visited the worker Education program whose objectives included inculcating trade union values in workers, and were pleased to see role playing activities in process and to learn about creative group dynamics and the use of interaction techniques for training adult workers in trade union activities. We visited the Institute of Worker Education, Adarsh Nagr, and also the award winning and exciting Polyvalent Adult Education Center, Samaj Shikshan Mandir. At this Polyvalent Center, we came into contact with a highly pragmatic, needs assessment based and competency oriented urban adult education program run by the secretary Mr. G. K. Goankar. This program seemed to be a valuable one in urban adult education and is currently providing a model for developing urban adult education in other Indian cities (the previously mentioned visit in Jaipur was an affiliate of this Bombay organization). The Bombay program, assisted by UNESCO, has potential for broad application outside of India as well.

Our two day stay in Poona, a city near Bombay, included a visit to the impressive Directorate of Adult Education for the state of Maharashtra, Gram Shikshan Mohin, and also the historically significant Higne Stree Shikshan Sanstah. Our visit to the Seva Sadan Society, of contemporary importance for its social welfare and educational work with destitute and needy women, was both inspiring and educational. Cultural visits to the Ellora and Ajanta caves in the environs of Aurangabad were followed by a visit to the State of Kerala. Here we learned of the literacy rate in Kerala, highest in the nation, and the effective library program and cultural conditions contributing to this marked achievement in adult education.

Our visit to the State of Andhra Pradesh included a three day stay at the capital city Hyderabad, with visits to Andhra Mahila Sabha, a literacy and broader social service agency, and the National Institute of Community Development - a major national government training and research center on community development projects.

On our three day visit to Calcutta we included a trip to the West Bengal Committee to Erradicate Illiteracy, an organization doing both literacy and social service work in the urban slum areas of Calcutta. We found the West Bengal Committee involved in an interesting experiment, supported by the national government, of participation in a city-based consortium of social service agencies attempting to deal with broader city problems in an integrated and systematic fashion. We also had an inspirational visit to the Salvation Army, which is doing a very effective social service job, and an opportunity of meeting and speaking with Mother Teresa, a living "Saint" of the Catholic Church who is widely known for her exciting missionary and social service work, and for the extensive training activities for social service workers.

After a cultural visit to Varanasi, religious center for the Hindu religion, we visited the world renounced and award winning Literacy House Center founded by Welthy Fisher, in Lucknow. The trip was completed by a "Rest and Relaxation" visit to Srinigar in Kashmir, after which most of the participants left for Delhi and the States.

The itinerary was: June 15 - Ar. Delhi; June 22 - Ar. Agra; June 24 - Ar. Jaipur; June 27 - Ar. Udaipur; July 18 - Ar. Bombay; July 21 - Ar. Poona; July 23 - Ar. Bombay; July 24 - Ar. Aurangabad; July 26 - Ar. Cochin; July 30 - Ar. Hyderabad; Aug. 2 - Ar. Calcutta; Aug. 5 - Ar. Varanasi; Aug. 7 - Ar. Lucknow; Aug. 9 - Ar. Delhi; Aug. 11 - Ar. Srinigar: Aug. 14 - Ar. Delhi; Aug. 16 (Depart for U.S.)

This trip resulted in a number of significant consequences for many of the participants. Many participants, previously limited in experience and perspective by their own environment in the United States, broadened their global outlook adding an international dimension to their world views. We came face-to-face with the wide disparity between the affluent and the mass of disadvantaged in Indian society. As guests at posh hotels, we participated in the affluent society, but as visitors to the villages and disadvantaged groups involved in Adult Education programs, we came into contact with people from the masses of Indian society. Reports indicated that participants had a heightening of social consciousness and awareness of class and social differences, and a high degree of personal values clarifications. Most of us had worked with groups of American disadvantaged at some time in our past and were able to recall idealistic dedication of our earlier periods. For a number of us, this experience clearly revived earlier commitments and dedication, a development at a mid-life period when many of us are in responsible positions to use expertise for implementing our ideas.

Visitations to Adult Education operations in villages and disadvantaged urban areas, and residence in rural Udaipur for a period of twenty-one days enabled us to engage in significant interaction with Indian people on various social levels. Most of us developed very positive appreciation of Indian people and culture.

Despite the evident and often seemingly overwhelming economic, educational, and political problems being faced by the people of India, participants came out with a sense of hope, rather than despair. This was essentially because of the tremendously dedicated and devoted people with whom we came into contact, who were intensively working to improve the difficult conditions. We found that adult education in India has attracted people of very high caliber, dedicated to ideals of human betterment and eager to improve the lot of the people. Contact with these people of excellence and dedication left most participants with a hopefulness that the enormous tasks of adult education and social change can be accomplished.

Papers were written by participants in India for the publication edited by Dr. Stambler, "Perspectives of Some American Adult Educators on Aspects of Indian Adult Education." That publication reflects the reactions of American Adult Educators to their Indian experiences and the expanded international dimension that took place in the minds of participants. This second publication consist of Indian documents and materials on Indian Adult Education from many of the places we visited, and are in many cases, "fugitive" documents, not generally available. The documents reflect some of the tremendously human and humane qualities of Adult Education operations in India.

This manuscript is dedicated to Dr. Mohan Sinha Mehta, a devoted and inspirational leader of Indian Adult Education, and a true "giant" among men, who exemplifies the finest qualities of humanistic Adult Education leadership in India. He recently celebrated his eightieth birthday, and is still very active at Seva Mandir and Vidya Bhawan in Udaipur. It is also dedicated to Mr. Kishore Saint, his associate Adult Educator, for his intensive humanistic labors and dedicated commitment to uplift the disadvantaged and improve the human condition.

This author wishes to thank authors and publishers for permission to include their articles in this publication.

ENDS AND ORIENTATIONS

In the area of adult education, the past biennium witnessed a stocktaking and consolidation of past experiences and projection of perspectives and possibilities. Several adult education programmes have been expanding. These are: Non-formal education programmes for the age group 15-25; functional literacy programmes and non-formal education programmes for urban situations. The educational programme for underprivileged out-of-school youth is intended to be the largest non-formal educational activity for this group. In the Farmers Functional Literacy Programme, in 1974-75 alone, more than 150,000 farmers have been enrolled. A large number of adult education programmes were organised by over 100 voluntary organisations, many in cooperation and with financial assistance from Government authorities. Over 700,000 adults have benefited from these programmes.

However, it is obvious - as in many other countries - that the growing educational needs cannot be achieved merely through traditional ways and conventional educational institutions and modalities. Both the rising quantitative targets and the new socio-economic and socio-cultural requirements call for rethinking of some aspects of the educational system in general, as well as for introducing essential innovations at every educational level and for specific categories of learners. The Union Education Minister has described this necessity and perspective thus: "The existing system of education is almost exclusively formal and relies mainly on fulltime institutional instruction at all stages. This leads to several major weaknesses. It can be availed of by the non-working population, whether children, youth or ddults, and the needs of the working population are almost totally neglected. It divides life into two water-tight compartments — one of full-time education and no work and the other of full-time work and no education, instead of expecting an individual to participate in work and educate himself throughout his life. Education cannot be properly integrated with the life of the community and become truly meaningful so long as this dichotomy continues. Above all, the cost of such a system, both recurring and non-recurring, is high and beyond the resources of a developing nation like ours. It is also doubtful whether the investment in formal education, particularly formal higher education, would offer adequate returns in terms of social benefits, if made beyond a certain limit. We have, therefore, to take immediate steps to create an integrated form of a national educational system in which all the three channels of instruction - full-time institutional, part-time institutional and non-institutional self-study - are properly developed at all stages and for all sections of society." In the last two years a lot of thinking, programming and initial experimenting has been done in that direction.

1.1 Ministry of Education and Social Welfare Education in India, Report on Educational Developments, 1973-75, Presented at Geneva, September 1975, p. 2-3, 11-12, 17-19, 25-28, 34-35

The Central Advisory Board of Education, which includes Education Ministers of all the States as well as other eminent educationists, met in September 1972, in June 1973 and in November 1974 to review and reappraise the educational policy and programmes in the context of the total policies and strategies of national development. The following are some of the policies and strategies that have been adopted and formulated:

The exclusive emphasis on the formal system of education should be given up and a large element of non-formal education should be introduced within the system. Multiple-entry and programmes of part-time education have to be adopted in a big way. At the secondary and university stages, part-time and correspondence education should be developed and all encouragement given for programmes of self-study. A big programme of non-formal education for out-of-school youth in the age group 15-25, as well as other youth services on a large scale, have to be developed. All State plans should henceforth include programmes of non-formal education as an integral part of educational provision, and suitable machinery be set up in each State to formulate, devise and implement programmes of non-formal education, including functional curricula, integrated and inter-linked with the formal system.

There should be concentration of effort on a few major programmes of identified significance and priority. These may include; universalisation of elementary education, programmes of qualitative improvement, vocationalisation of secondary education, adoption of the new pattern of 10 + 2 + 3.

The haphazard and unplanned expansion in secondary education should be controlled through proper planning and location of new secondary schools, rationalisation of existing institutions and maintenance of proper standards.

In higher education more drastic steps will have to be taken to regulate enrolments; emphasis should be laid on expansion through correspondence courses and other non-formal channels so that the demands of the weaker sections of the society for higher education can be accommodated.

A climate of enthusiastic and sustained hard work should be created in all educational institutions through a deep involvement of teachers, students and the community in all programmes of educational reconstruction.

EQUALISATION OF EDUCATIONAL OPPORTUNITIES

Another new scheme of "Non-formal Education Programme for the age-group 15-25" has been formulated and is designed to be a major contribution to the objective of equalising educational opportunities. In reality, it is a programme that aims to offer some educational facilities to young boys and girls who, for various reasons, have been deprived of them. The scheme has been formulated as part of a larger strategy of correlating and integrating formal and non-formal modalities of education. Priority is being given to the age-group 15-25, so that this most sensitive and productive segment of the community becomes an asset to the nation. The scheme also seeks to correlate all non-formal educational efforts with developmental activities in which this youth group can be meaningfully involved. The scheme is being planned for implementation throughout the country in cooperation with the State Governments and Union Territory Administrations. The programme of non-formal education is conceived as a decentralised and environmentally-based one. Both the content and the methods have to correspond to the local needs and the learners characteristics and desires. The Union Ministry is encouraging those responsible for the implementation of the programme (State and District authorities, as well as voluntary organisations) to adapt programme component to the respective environments and to use local facilities.

The Central Advisory Board of Education has made the following recommendations

that the programme for the 15-25 age group should begin in 1974-75: (a) in one district in each of 22 States with central assistance, and (b) in at least one additional district with the State funds;

that adequate financial allocations should be made in the State Plans for non-formal education of the age group 15-25 on the basis of well defined norms set up by the State Governments.

The programme of non-formal education correlates educational efforts with developmental activities in which the youth of the country, particularly of the age agroup 15-25, can be meaningfully involved. In this programme emphasis is being laid on imparting information and knowledge about the living environment and the development processes in the country, basic knowledge and understanding of the various social, economic, scientific and technological changes in the midst of which the youth live and work and to which they have to adjust in terms of knowledge and skill, and the elementary principles of family life health and hygiene. Introductory vocational and occupational skills which will prepare youth for employment and self-employment, also receive due emphasis.

With these and other programmes, and with the steps outlined above it is hoped that educational facilities will spread among various areas and sections in the country and make equalisation of educational opportunities an accomplished reality.

LINKING EDUCATION WITH NATIONAL DEVELOPMENT

Another major programme of linkage of education with national development is the programme of adult education which has been oriented to and integrated with the general economic and social activities of the people, as producers or beneficiaries. Increasing interest was shown in inter-linking developmental objectives and adult education programmes; some programmes based on such a relationship were implemented; the idea that a certain proportion (1-2%) of funds for some development schemes should be set aside for adult education and for the training of those directly involved in the implementation of these schemes has been accepted in principle and practical steps are under consideration. The Farmers' Functional Literacy Project constitutes the biggest country-wide programme of non-formal education in which education is linked to development particularly for increased production. It is one of the three components of the integrated Farmers' Training and Functional Literacy Programmes jointly operated by the Ministries of Education, Agriculture and Information and Broadcasting. The other two components are Farmers' Training and Farm Broadcasting.

The Project is based on the premise that there is a direct correlation between physical and human resources inputs, and that the practising farmers would be interested in literacy if it comes to them as part of the process of employing new techniques for improving their farming practices as well as their rural environments. The programme has so far been confined to districts in which high-yield varieties of food crops are grown.

During the Fifth Plan period (1974-79), while the programme will be extended to more districts, it will also be linked with other development schemes such as: dry farming, small and marginal farming, industrial development, family planning etc.

Upto the end of 1973-74, more than 300,000 farmers had benefited from the functional literacy component of the programme. 150,000 farmers were enrolled in 1974-75 in the functional literacy groups. The programme is now spread in 107 districts in various parts of the country.

As part of the efforts to forge a closer relationship between education and development, the National Service Scheme provided opportunities to students in institutions of higher learning to participate actively in social and economic programmes, as well as to contribute towards the promotion of the practical side of learning and to make it less theoretical. The objective of the scheme is to provide opportunities for university and college youth to participate in meaningful activities of community service and national re-construction as part of their educational development. Activities taken up include: village work; service in urban areas; campus programmes; adult education work; service in hospitals, orphanages and institutions for the handicapped; projects designed to confer economic benefits, such as, poultry farms, fisheries, kitchen gardens; health services, relief work; work in backward and tribal areas etc.

A significant feature of the NSS activities in recent years has been the special camping programmes in which a large number of student and non-student youth volunteers have been involved in programmes of special national significance, such as, "Youth Against Famine", and "Youth Against Dirt and Disease".

The NSS programme is now in implementation in all the States of the country and involves student youth in nearly 80% of the universities and colleges. Its membership exceeds 200,000 or about 10% of the undergraduate population. About 2,000 teachers are participating in the scheme.

More than 65,000 youth were involved in the Youth Against Famine Programme in about 750 camps, and over 75,000 youth in about 900 camps in the Youth Against Dirt and Disease Programme.

SOME EDUCATIONAL INNOVATIONS

SITE – (The Satellite Instructional Television Experiment)

India is launching a one-year experiment : an artificial satellite will relay instructional and educational programmes for school-going children, youth and adults in rural communities in 2400 villages. The satellite will be over India from mid 1975 until mid 1976. This provides an opportunity to conduct a large experiment for providing data on suitable hardware and the kind of satellite India should utilise in future, as well as for getting data on software for educational objectives.

The total broadcasting time of four hours per day is divided in two parts : ninety minutes in the morning hours for school children and one hundred and fifty minutes in the evening for the adult audience (including news, agriculture, family planning and adult education). During the school vacation period, the satellite will be used for in-service teachers' training.

The satellite will be used also for in-service training of teachers. In October 1975, 24,000 primary school teachers will follow a 12-day course in science teaching and three more series of similar seminars will be held in 1976, bringing the number of teachers who will derive benefit from the TV programme for their ongoing training in various subjects, near to one hundred thousand. The in-service training materials will be in the form of multi-media package, including television programmes, radio programmes, activity guides, enrichment materials and tutorials. One of the basic aims of these programmes is to familiarise the teachers with the following essential features of the pedagogy associated with the Science Education Programme : an enquiry approach in teaching science; an increased use of demonstration and class experiments; active involvement of children in all stages of a learning unit; utilisation of low cost and no cost apparatus; and relating the learning content to the children's everyday environment. It is hoped that important lessons and conclusions will be drawn from this part of the whole programme.

Non-formal education

The period under review was also marked by new approaches, innovative in character, towards the improvement of quality in the sphere of non-formal education. A few examples deserve to be cited in this connection.

At Bhumiadhar in Nainital an experiment was conducted which proved the efficacy of non-formal education to school drop-outs particularly from the deprived sections of the community like Scheduled Castes and Tribes. Not only were the drop-outs given the incentive to rejoin the school but also to actively participate in the programme. The instruction included work-experience and service towards community development. This innovative experiment gave encouraging results.

Programme for non-student youth

In response to an increasing concern over the needs of non-student youth hitherto largely neglected, a programme for establishing a network of district youth centres for organising activities for youth and by youth was taken up during this period.

These youth centres which are called Nehru Yuvak Kendras have been sanctioned for 110 districts in the country and it is hoped that as the programme develops, every one of the 350 districts in the country will be served by a youth centre.

A typical Nehru Yuvak Kendra organises activities in five major areas : programmes of nonformal education for non-student youth as most of them have been deprived of formal education; employment facilities and promotion of self-generating employment for youth in cooperation with the appropriate services;

voluntary services by youth to the community; entertainment and leisure activities including cultural and artistic programmes; development of sports and games and promotion of physical education; and programmes which will enable youth to participate in the community life, be involved in community problems, activities and search for solutions.

Problem-solution oriented curriculum

For adult education and adult literacy programmes some new type of curriculum has been elaborated and experimented. More particularly, the content of the Farmers' Functional Literacy Programme, although from the very beginning designed around some basic agricultural inputs needed for High Yielding Variety Crops, has recently been more closely linked to farmers needs and environmental parameters.

In the Jaipur District in an area of bajra growers the educational content and the learning/teaching materials have been so oriented as to help farmers to understand their difficulties, to overcome the obstacles in reaching fixed objectives, to improve their skills in farming practices and to be ready for solving their outstanding problems. In other words, the content and the materials which are experimented now in this District are problem-oriented.

It became more and more necessary to build the curriculum on an Initial Survey whose aim consisted of identifying the crucial problems faced by farmers, the remedial measures that should be taken, and how conscious farmers were of the problems and how prepared they were to take remedial action. The content (curriculum) and the learning/teaching material evolved in that way are built around such skills, knowledge and practices which the farmer should learn to offset those physical, socio-cultural and economic factors which hinder the attainment of the agricultural objectives as well as of other objectives in transforming and improving the rural environment.

A similar approach is being tested in some urban-based programmes of nonformal education, as well as for non-agricultural rural groups.

Although non-formal education programmes for urban situations need to be expanded, a few experiments deserve to be mentioned, viz., the Polyvalent Adult Education Centre (Shramik Vidyapeeth) in Bombay conducting a variety of integrated vocational-cum-general education programmes for groups of workers in organised and unorganised sectors, the Workers Social Education Institutes at Indore and Nagpur, the Workers Education Scheme in various parts of the country and an experiment in Bombay using television for a functional literacy programme for slum-dwellers.

It is hoped that these types of problem-oriented programmes would help in gaining experience for similar educational activities on a larger scale.

ADMINISTRATION AND FINANCE

Education in India is primarily the responsibility of the State Governments but the Union Government is concerned with general guidance, coordination of educational facilities, promotion of new educational schemes and innovations, determination of standards in higher education, technical education, promotion of Hindi and of research in Hindi, and the development of all Indian languages. The Union Government is also responsible for running the 7 Central Universities and such other institutions of national importance as Parliament may by law declare.

A number of advisory bodies, like the Central Advisory Board of Education help the Ministry in working out the programmes and policies in accordance with the principles enunciated in the National Policy on Education approved by Parliament.

The obligations of the Union Government are discharged by the Ministry of Education and Social Welfare, as well as through several of its autonomous, attached and subordinate bodies such as the University Grants Commission (U.G.C.), National Council of Educational Research and Training (NCERT), National Council for Women's Education, All India Council of Technical Education, Central Hindi Directorate, Directorate of Adult Education, etc.

A working partnership has been evolved between the Centre and the State Governments in implementing the educational development plans. Many educational schemes are formulated and implemented by the State Governments with some assistance from the Centre.

The Ministry of Education and Social Welfare consists of two Departments viz. Department of Education and Department of Social Welfare. The Department of Education is responsible for guiding, planning and coordinating the educational activities in the country. Besides, there is a separate Department of Culture which is also under the Minister of Education and Social Welfare.

The Secretariat of the Department of Education is headed by Secretary to the Government of India. The Secretariat consists of 17 Divisions and 6 Units, the Divisions being grouped under 6 Bureaus, headed by officers of the rank of Joint Secretaries.

One important recent change in the structure of the Central administration consisted in creating the "Bureau of Planning", as part of the Department of Education, in order to achieve better coordination, higher level of globality and efficiency in planning the implementation of educational strategy, the allocation and utilisation of resources for overall educational development.

There are 23 subordinate offices and in addition 40 autonomous organisations that are financed and supported by the Department of Education. The subordinate offices and autonomous organizations execute directly the Department's policies and programmes in their respective spheres of activities.

In each of the State Governments there is a Department of Education and in every District and Block an administrative unit headed by the District or Block Education Officer. State Institutes of Education are responsible for the professional, research and training support to the educational administration.

The distribution of financial allocations for educational development and facilities reflects the same set-up : the responsibility is shared between the Centre and the States; States have a larger share, since the responsibility for education is primarily at that level; the major portion of educational expenditure is covered by budgetary resources.

The expenditure in 1973-74 amounted to Rs.13,575 million ($ 1729.46 m; £ 752.08 m) while during the next year 1974-75, a sum of about Rs.15,706 million ($ 2000 million; £ 870.14 million) is estimated to have been provided for Education in the various Departments of State Governments and Union Territory Administrations.

On the basis of estimates central expenditure excluding grants-in-aid to States and Union Territories) amounted in 1974-75 to Rs.1,423 million ($ 181.29 m; £ 78.84 m), compared to Rs.1164.00 million ($ 148.29 m; £ 64.49 m) in the previous year (1973-74).

Budgeted expenditure in the year 1974-75 compared with that of the previous year, shows an increase of more than 14 per cent in the case of States and Union Territories and 22 per cent in the case of the Central Budget. When compared with the 1972-73 budget figures, the increase becomes more conspicuous. For all States and Union Territories taken together, the percentage of educational expenditure to the total budget of States and Union Territories was estimated at 23.3 per cent in 1973-74 as compared to 26.3 per cent in 1974-75.

Thus, a bigger financial share of the aggregate was progressively coming to the educational sector.

The Content of Education

If the masses and the workers are to be made the central focus of the national system of education a restructuring of the existing educational system is necessary but not sufficient. We will have to go ahead with one more urgent reform, namely, to transform the content of the educational system to suit the needs of the people. This will involve radical changes, not only in adult and elementary education, but in other sectors as well.

In the programmes of adult education, it has been the tradition to emphasize literacy. By and large, programmes of adult education have not been co-ordinated with those of socio-economic development; and from a mistaken fear to keep out politics, no attempt has been made to give the adults a sense of self-awareness and dignity and to involve them in serious discussions of the different problems facing the country. These wrong traditions have made the programmes of adult education uninspiring, if not actually dull and boring. Even if we had the finances necessary, programmes of this type, which will not motivate the adults adequately, are more likely to fail than to succeed. What we need is the adoption of an entirely different strategy. Where the adults are illiterate, literacy will, no doubt, form an important step in their education. But it need not be made indispensable. Instead of adopting the approach of literacy first and general education next, it would be desirable to emphasize general education through the word of mouth, or audio-visual aids, as the core of the programme. If properly conducted, this will, in all probability, stimulate the majority of the adults to learn to read and write. When they feel so motivated, literacy should be included in the programme. But if they do not feel so motivated, it may be left out : this will not detract from the value of the programme as a whole.

The main foci of adult education should, therefore, be three. The first would be the upgrading of vocational skills or on-the-job training. The object of this part of this programme would be to make the adult more efficient in his job and to help him to earn better and to improve his standard of living. As poverty is the most important problem to be tackled, this will be an effective programme for motivating the adults. The second part of the programme should be, what Dr. M.S. Swaminathan calls *technitracy*, or imparting the basic knowledge of science and technology to the adults in a simplified form with direct implications for their job, their health, family planning, and other aspects of their life. The third part of the programme would be citizenship which will include a study of the cultural heritage of the country, a history of the freedom movement, a rational discussion of the different problems such as poverty, unemployment, population growth, defence, etc, facing the country, and the part which they are expected to play in their solution

1.2 J.P. Naik, "The Content of Education," Policy and Performance in Indian Education, Delhi, Orient Longman, 1975, p. 23-25 and in national development. Special emphasis should be laid on creating a sense of self-awareness, and an understanding of their rights and responsibilities as citizens, and on building up a sense of dignity as individuals so that they would stand up when it is encroached upon. What I have in view is something like the programme of conscientization suggested by Paulo Freire. It is only a programme of this type that will make adult education relevant to our programmes of national development.

In the programme of non-formal education for out-of-school youth in the age-group 15-25, the core content will necessarily include the three foci described above under adult education, namely, upgrading of vocational skills, *technicracy* and education for citizenship. In addition, two more foci will have to be added : (1) physical education, games, sports and recreation ; and (2) participation in programmes of service to the local community. The attempt should be to individualize instruction as far as possible and offer a package deal to each person to meet his requirements.

The class-biased system of elementary education which we inherited from the British administrators had a very limited objective, viz., to prepare a student for admission to a secondary school. Its curriculum was not related to the immediate environment nor did it have any worthwhile component of work experience. Our major error has been that we are trying to extend the system, without making any changes of content, for the education of masses. This can only have disastrous consequences because it makes elementary education largely dysfunctional to the life of the average child from the families of workers and peasants and spreads the unhealthy white-collar attitudes to the masses also. For instance, the late Shri E. W. Aryanayakam used to say that the handicrafts of India, which earn so much of valuable foreign exchange continue to survive for the simple reason that our attempt to introduce universal elementary education has not succeeded !

It was to correct this weakness of the elementary system of education, in the interests of the masses as well as of the classes, that Mahatma Gandhi promulgated the scheme of Basic Education of which Dr. K.G Saiyidain was so ardent as admirer and advocate. This is one of the major reforms which the educational system needs and which has remained unimplemented so far. The main obstacles have been, not the lack of funds or the non-availability of suitable teachers as has often been made out, but the resistances of the classes who dominate the scene and who do not desire to give up their white-collar attitudes. They defeated the programme of basic education ; and it is they who also prevent the introduction of work-experience in the education system. It must also be realized that a radical programme of this type cannot be implemented successfully at the elementary stage only in the absence of its simultaneous introduction at the secondary and higher stages. The new strategy to be adopted should therefore, include three simultaneous attempts : (1) to implement the programme of work-experience on a priority basis at the elementary stage ; (2) to introduce it simultaneously in secondary and higher education as well ;

and (3) to break down the dominance of white-collar attitudes in society by introducing programmes based on the dignity of manual labour in all walks of life. In China, for instance, even the manager of a factory is required to take his turn in cleaning and sweeping the floors. I do not see why such practices should not be introduced in all our organizations. In fact, the Government offices are so over-staffed that their efficiency would improve if they are made to work for five days a week only and all employees are required, for one day a week, to participate in manual labour and programmes of social service to the community. Such measures would bridge the wide gap that now exists between intellectual and manual labour and facilitate the successful introduction of work-experience in the educational system.

Expenditure/Outlay on Education in the Successive Five Year Plans (1950-1974)

(Rupees in crores)

Sl. No.		*First Plan*	*Second Plan*	*Third Plan*	*Annual Plan years*	*Fourth Plan*	*Total*
1.	Elementary Education	85 (56)	95 (35)	178 (30)	65 (20)	239 (30)	662 (31)
2.	Secondary Education	20 (13)	51 (19)	103 (18)	53 (16)	140 (18)	367 (17)
3.	University Education	14 (9)	48 (18)	87 (15)	77 (24)	195 (25)	421 (20)
4.	Teacher Education	*	*	23 (4)	9 (3)	*	32 (2)
5.	Adult Education	5 (3)	4 (1)	2 (–)	2 (1)	5 (1)	18 (1)
6.	Cultural Programmes	**	3 (1)	7 (1)	4 (1)	12 (2)	26 (1)
7.	Other Educational Programmes	9 (6)	23 (8)	64 (11)	31 (9)	90 (11)	217 (10)
	Total General Education	133 (87)	224 (82)	464 (79)	241 (75)	681 (87)	1743 (82)
8.	Technical Education	20 (13)	49 (18)	125 (21)	81 (25)	106 (13)	391 (18)
	Grand total Education	153 (100)	273 (100)	589 (100)	322 (100)	786 (100)	2153 (100)

Source : 1. Education in the Fifth Five Year Plan (1974-79), Ministry of Education & Social Welfare, 1972, for the First, Second and Third Plans.

2. Draft Fifth Five Year Plan (1974-79), Planning Commission, for the Fourth Plan.

3. Figures in parenthesis indicate percentages of total.

* Included in parenthesis indicate percentages of total.
** Included under other educational programmes.

N.B. These do not include allocations for education under other Ministries such as Food & Agr. Health or Labour & Employment.

1.3 J.P. Naik, "Expenditure/Outlay on Education in the Successive Five Year Plans (1950-1974)" Policy and Performance in Indian Education, Delhi, Orient Longman, 1975, p. 99-100

In India, under the British Rule, the deplorable state of mass illiteracy touched the hearts of some broad-minded administrators and non-official leaders, both British and Indian. Earnest efforts were initiated to improve things. The labours of those pioneers, like Mr. Dutta who founded the Bratachari Movement, have been forgotten. In early years, some steady and zealous moves were initiated by public-spirited institutions to carry the light of education to adult people in the different dark corners of the country. Among them the Seva Sadan of Poona, the Servants of India Society, the Y.M.C.A., and the Depressed Classes Mission (Mangalore) are notable. The Deodhar Reconstruction Trust in Malabar even offered a three-year course for men. There are others who explored new methods for making adults literate. The name of a zealous missionary in the cause, Mr. Lau Bach is still remembered by some of us. But the problem remained as formidable as ever and defied solution. In 1937, Montague-Chelmsford Reforms came into force and popular ministries were formed in the Provinces and education was transferred to them. The conscience of the leaders now in office was troubled about the educational backwardness and illiteracy of the people. They were keen to reform things. However, not much progress was made beyond arousing public opinion on the issue and the production in some places of literature for the neo-literates.

At the initiative of the Indian Adult Education Society (of Delhi), supported by a number of adult education workers, the first All India Adult Education Conference was held at Bhagalpur in 1939 under the Chairmanship of the late Dr. R. P. Masani of Bombay. At that session, the Indian Adult Education Association was established and its Constitution was adopted.

Soon after Independence, at its fifth Annual Conference held at Rewa in December, 1947 the new concept of Adult (or Social) Education was properly accepted, clearly differentiating between adult literacy and adult education. The Conference in its resolution stressed the view that "the need for adult education in all aspects of its programme was never greater in our land than it is today." It was further urged as necessary "to re-interpret the function and develop further, through bold experimentation, the techniques of adult education as the only means of equipping the Indian people for playing their part worthily in the democratic social order." I must quote one more sentence from a resolution of that Conference which is illuminating – although its main purpose even now remains remote from realisation. The resolution said, "Adult Education must aim at enabling the common man to live a richer life in all its aspects – social, economic, cultural and moral."

The move to get the concept of Adult Education accepted and a steady endeavour made to reduce illiteracy among adult men and women started gaining momentum. Advocates of the idea kept up their pressure on the authorities, and also in educating public opinion on the subject. Deputations met the Education Minister, the subject was brought up in Conferences and Committees and at the Central Advisory Board of Education. At these meetings, from time to time, proposals were moved for the establishment of an autonomous National Board of Adult Education with its counterparts in the States. This sustained effort had its effect. Social Education, the new name with a slightly different connotation given to it by Maulana Abul Kalam Azad, the then Minister of Education in the Central Government, at the Fifteenth meeting of CABE, made some progress. Voluntary agencies entered the field in many parts of the country. Mysore State Adult Education Council, Bombay City Social Education

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1.4 Mohan Singh Mehta, Progress and Development of Adult Education in India, Bombay, Indian Council of Basic Education, Nov. 1974, p. 7-12

Committee, Christian Missions in many places and several other organisations kept up their heroic effort against all manner of difficulties. In other States, efforts with a different emphasis were also undertaken. Etawah Project became well known for its bias on economic side. Madras pursued the purpose through their well organised library system. From Bombay, a handwritten bulletin, 'Rahbar' used to be issued for the neo-literates by Mrs. Kulsum Sayani. An American enthusiast, Mrs. Welthy Fisher, established the Literacy House at Lucknow in 1956. Another very fine effort was undertaken under official encouragement in some districts of Southern Maharashtra – the scheme became famous for its success through inexpensive local enterprise. It is known as Gram Shikshan Mohim. It is neither possible nor necessary to mention all the organisations or the leaders who laboured in the field with splendid devotion.

These activities, meagre and largely uncoordinated though they were, marked some change in official thinking also, which further encouraged the workers in the voluntary organisations. Provision – although ridiculously inadequate – was made for social education in the national Five-Year Plans. The Education Commission (presided over by Dr. D. S. Kothari) stressed in its report (1966) the need for promoting adult education in various forms. It devoted a whole chapter to the subject – an event of some significance in the annals of modern Indian Education – and boldly commended the cause to the Government, the States and the Universities. The Union Government consented in 1970 to set up a representative National Board of Adult Education, with a plan for organising adult education on liberal lines throughout the country, with the active cooperation of the State Governments. Some projects like the Farmers' Functional Literacy, Experiments for Preparing Material for Literacy, Programmes of Assistance to Voluntary Organisations in the field and similar other schemes have also been set on foot. These are right and hopeful trends which raise expectations and augar well for the future.

After recording this appreciation and hopefulness, it is only fair to express the general feeling among educational circles and independent observers that the whole subject and purpose of adult education and its relation to social change, social reconstruction and community development are not yet clearly and adequately understood by many sections of the public. Even the Central and State Governments and the Planning Commission are not clear and consistent in their policies. At any rate, the priorities, provisions and processes of implementation leave this impression. A progressive outlook and clear, bold, forward-looking plans do not appear to have emerged or perhaps we do not have full information about them. For poverty, ignorance, illiteracy, economic exploitation, disease and malnutrition are ills for which comprehensive, vigorous and well thought out plans of Adult (Continuing or Community) Education can be an effective remedy. We must link varied, flexible but well organised programmes of people's education with our national plans of development and the aim should be to build up people's awareness of their backwardness and a strong sense of self-reliance to overcome the handicap.

This is a problem of immense dimensions in this very large country. And yet we cannot run away from it. More thinking larger investment and a countrywide support are called for. The State, the legislatures, the professions and the public should all join together to find a solution to the problem. A cynical view was seriously expressed at a Government Committee at the national level that the political leadership is definitely not interested in adult education becoming an effective national movement. It will mean the general awakening of the ignorant masses! Let us hope this apprehension is not well founded.

An unfortunate impression is also created by certain facts and events. Let us look at the provision made for Social (Adult) Education in the 4th Five-Year Plans in the general scheme of education:

(Rupees in Crores)

Five-Year Plans	Amount provided for Social Education	Amount spent out of that Provision	Total allocation for Education
1	2	3	4
IV	4.45	not known	824.24

These figures are revealing and so depressing. Do they correctly reflect the national policy on the issue?

Thinking on the subject has gone further during the discussions for the formulation of the Fifth Plan. It was proposed, and the idea was well received, that paucity of funds, though a serious obstacle, could be overcome by making an in-built condition in every development scheme that at least two, if not five, per cent of the total provision for each scheme would be earmarked for the training and enlightenment of the beneficiaries of the particular schemes. This will release a fair amount of money which will be of undoubted value to the scheme itself and at the same time would substantially help raise the social and economic condition of the community.

The State policy of giving high priority to the scheme of universal primary education is to be greatly commended and should be welcomed. We have to make up for much lost time. There are no differences of opinion on this point. But we should also take notice of the patent fact that between 20 to 30 per cent of this huge investment is seen wasted because a large number of children drop out before reaching the top class and often relapse into illiteracy. One wishes that at least one-third or one-half of this amount, which is undoubtedly lost, were invested in the education of parents. It needs no great debate to prove that literate parents will not keep their children out of school, while the converse of it is generally true.

Mass of our people are still illiterate. Forty or fifty years ago, literacy was taken to mean capacity to read and write — the learning of the three R's. This is no longer considered adequate or sensible. A literate man or woman should be able to use his or her knowledge for meeting the needs of his/her profession — agriculture or artisanship or business. "Functional Literacy" is now the aim.

Illiteracy — particularly in the rural areas, in remote habitations in hamlets, forest villages, mountain regions and among the tribal people — is a serious problem. Efforts so far made have proved utterly inadequate. While the percentage of literate persons is slowly rising, the total number of illiterate people is reckoned to be greater at the end of every decade, owing to the rapid increase in population.

Year	Percentage of illiteracy to the total population (millions)	Total number of illiterates in the country (millions)
1951	300	289
1961	334	334
1971	[illegible]	[illegible]

Removal of illiteracy is a matter of national urgency and importance and should have a high priority. There are three factors of special relevance in this context: (1) The adult learner will not respond unless he can be motivated to do so; (2) Literacy Centres should be closely linked with some practical schemes of national development in order to yield results; and (3) The whole scheme of literacy would have to be taken up as a matter of national urgency and should be supported by dynamic, well-planned schemes with the effective participation of all sections of the people. This will have to be worked out with sincerity, thoroughness and purposefulness.

The scheme would have in-built provision for evaluation and research [illegible] that mistakes could be promptly corrected. A vast number of non-governmental agencies, with adequate experience and selfless leadership, will have to be roped in for the project. There is hardly any sense in making casual appeals to university students to accomplish this during their vacations. One wonders how responsible people can seriously put forward such untenable ideas. As the late Dr. Zakir Hussain pointed out, this complex problem of huge dimensions has to be tackled with thought and care. The solution of the problem will become more difficult with every passing year and will move away from the solution stage, unless it is tackled with a vigorous strategy and a multipronged attack. It would be a great error to put this responsibility on the government alone, or only on the Ministry of Education. All Ministries, all State Departments, the public, the Press, professional people and non-official organisations will have to cooperate in accomplishing the objective within a specified period. This is by no means an easy task nor does it present a ready solution. Many competent educationists, administrators and sociologists will have to put their heads together to evolve a great national project with a foolproof and thoroughgoing arrangement. Besides a large army of workers will have to be trained for the purpose. They need not necessarily be professional teachers, but should be drawn from the locality itself. This big effort would have to be kept up for at least ten or twelve years.

Let it be remembered that literacy by itself opens no doors. Unless in becoming literate, a person has in front of him prospects of higher income from his farm or factory or workshop or occupation, or unless it brings about other satisfying results, — e.g., social, emotional or mental enrichment — he or she is not likely to join the grand game whole-heartedly. On the other hand, the handicaps and the burden of backwardness which go with illiteracy are all so obvious. What is the chance of a true democratic process or the essence of social justice striking roots in our society, unless the existing disparities — social, economic, educational — are drastically reduced? Universal franchise and near universal illiteracy go ill together. The exploitation of the lowly and the less privileged will go on indefinitely, whatever may be the provisions of our Constitution, until the adult man or woman everywhere becomes a reasonably alert, self-reliant and self-respecting citizen, living above the poverty line!

The public library has been, all over the world, a solid support for adult education. Right from the early times, the pioneers of the movement thought of establishing libraries and reading rooms for the enlightenment of the people, to develop their desire for knowledge and for arousing interest in public problems. Whether it was the Lyceums in America, the People's High Schools in the Scandinavian countries, particularly in Sweden, or in France or Hungary — as also in this country — the library movement has been the close and natural ally of adult education activity. For eradication of illiteracy, or promotion of functional literacy or for technocracy — a new expression which will soon emerge from the Ministry of Agriculture, — the establishment of public libraries — large or small, mobile or stationary, rural, urban or sub-urban, will be a sustaining force for a developing society, which adopts people's education as an imperative.

Friends, you may be feeling indignant in your mind. I have had the impudence to drag you around in a ramble without a compass or a road map! The audience at a lecture generally expect the speaker to start with a proper definition of his subject. And I have not done that as yet.

What is Adult Education? How do you define it or at least describe it? I did not attempt its definition for good reasons. By its nature and scope, it defies attempts at a logical definition. "Definitions of Adult Education" in the words of Robert Blakely, "are as multitudinous as the autumn leaves." Yet none satisfies many persons engaged in it.

In the words of an experienced Canadian professor :

> "Adult Education is difficult to describe and almost impossible to define, because it is found in so many different forms under the sponsorship of such a wide variety of institutions and agencies. This complex situation inclines any definition to be either too inclusive or too narrow."

To quote an adult educator and writer, John Walker Powell: "Philosophical theories have therefore little conscious effect upon the hundreds of thousands of learning activities now being pursued by millions of people." I would be content to agree with Bryson that "Adult Education covers all activities with an educational purpose that are carried on by people in ordinary business of life."

In terms of the needs, aspirations and environment of people, Adult Education should have these elements, namely, (1) it is voluntary on the part of the learner, (2) it is part-time or whole-time for a short, limited period, (3) it is purposeful, (4) it is conducted under organised auspices and is planned for persons who are no longer enrolled for formal education. Thus, it differs from education in traditional institutions like schools, colleges and universities on the one hand and unplanned, unconscious or casual learning situations on the other.

If this general description does not satisfy your scientific standard, and you insist on a proper definition of the concept, I would reproduce before you the definition given by Professor Coolie Verner of the University of British Columbia. Here it goes:

> "Adult Education is the action of an external educational agent in purposefully ordering behaviour into planned systematic experiences that can result in learning for those for whom such activity is supplemental to their primary role in society and which involves some continuity in an exchange relationship between the agent and the learner so that the educational process is under constant supervision and control."

This heavy exercise in logic had better stay with you for analysis and digestion tonight. We shall now meet in a lighter mood tomorrow.

ADULT EDUCATION IN INDIA: CONTEXT AND DEVELOPMENTS FROM AN AMERICAN PERSPECTIVE

1. OVERVIEW

1.1 CONTEXT

1.1.1 The tasks and problems confronting Adult Education in India are extremely difficult to cope with, and often staggering to the imagination. The 1971 Indian population of over 557 million (an increase of 359 million from 1951), lived in an area about one-half the size of the American mainland, and on a less bountiful land. In 1971, approximately 80% of the population lived in villages, and the national per capita income was less than $100 per year. There had been a rising proportion of literates in the population, from 24% in 1961 to 29.3% in 1971, but the actual number of illiterates had risen because of population increase, from 298 million in 1951, to 386 million in 1971. In India, the population increase over jobs available is at least two-fold, leading to a widespread increase in unemployment and underemployment. In this context, Adult Education has of necessity often taken the basic forms and functions of health, nutrition, family planning education, elemental agricultural / industrial skills, and literacy education.

1.1.2 Adult Education traditionally has had the virtues of functionalism, being responsive to immediate needs of the local community, and democratic in that it has been concerned with the uplifting and improvement of the conditions of the masses and disadvantaged. In recent years Adult Education has also made significant moves for release from the almost exclusive emphasis on "catching up" type objectives, to a growing stress on continuing lifelong learning or education for all levels of society. In addition, new role definitions have been developed for Adult Education in the context of national development needs which give greater recognition to its place as a major nonformal strategy. There are increasing attempts to utilize Adult Education as a component in national development schemes. The current situation and changes taking place in Adult Education in India serve as important bellweathers of the broader changes taking place in Adult Education operations, especially in the less developed nations.

1.2 EXPANSION AND BROADENING OF THE CONCEPT OF ADULT EDUCATION

1.2.1 Through a series of economic development plans implemented since independence in 1947, India has been attempting to mobilize for a better future. After independence, the idea of mass literacy received the main emphasis of Adult Education in India. In the first two of the five, five-year plans after independence, recognition was given to the basic incompatability between wide-spread illiteracy and rapid social and economic progress in Indian Democracy, but emphasis was placed on literacy rather than its social implications.

1.2.2 As a result of an Education Commission investigation of 1964-66, it was recognized among other things that direct literacy campaigns among adults were not accomplishing a reversal of the trend, and that a new mass national effort was required, focusing on social education. The aims of this social education approach were sixfold: to secure literacy, to promote life, health and hygiene, to develop skills that could contribute to raising the standard of living, to provide opportunities for practicing and learning the responsibilities of citizenship, to promote opportunities for recreation, and promote the social education of women. The emphasis was directed to broaden the Adult Education concept to include wider ranges of activities than mere literacy, i.e. community and social development, civic education, cultural and recreational activities, development of the folk arts, library development and regular literacy work.

1.2.3 Delivery agencies for the "social education" concept were to be the local government agencies of community development, voluntary agencies, community centers, youth clubs, women's organizations, farmers groups, recreation centers and literacy training centers. This type of emphasis has resulted in a program of agricultural extension services to increase farmer's competence for improving agricultural practices, and combines the efforts of at least three federal ministries-Family Planning, Agriculture, Education Information and Broadcasting. The efforts of these ministries come together in numerous parts of this program: the training of farmers through farmer training centers, demonstration camps and young farmer groups, radio broadcasting of farmer discussion groups and forums, and actual functional literacy courses in approximately one-hundred agricultural districts.

1.2.4 Included in this "social education" approach has been a recognition of city worker and the Adult Education needs of urban areas. This has included programs with a stress on urban based Polyvalent Adult Education Centers for city workers in cities like Bombay (Shramik Vidyapeth) and at other centers of economically and educationally underprivileged clients in need of job related skill development. Undergraduate college students have also been provided with an opportunity for participating in developmental programs, including Adult Education, through the activities of a National Service Scheme.

2. ADULT EDUCATION AS A "TEMPORARY" ORGANIZATIONAL VENTURE

2.1 To its credit, Adult Education has not been possessed by traditional organizational constraints, by the fallacies of elitist education, or by the certification syndrome which often equates the process followed in securing an education with the competencies achieved in education itself. Yet, the developmental and distributary tasks for lifelong pursuits, require of Adult Education some type of rational systems framework to maximize the results of expending physical and human resources, and utilize the experiences that on-going institutions can develop and transmit.

2.2 One of the problems endemic with adult education is the lack of a central institutional responsibility and capability of doing the required job. Unlike elementary and secondary education which are clearly defined as to responsibility and scope, Adult Education is generally a wide open operation. The institutions doing the job generally do not have their main focus on the multi-dimensions of Adult Education, but are involved in other pursuits (such as agriculture or family planning) of which the education of adults is only one dimension. Organizations engage in Adult Education to the extent that it fits in with their other-often primary-objectives.

2.3 This lack of a regularized institutional framework leads to a number of problems in Adult Education operations. There is little continuity and learning from previous experiences, and few adult education operations in literacy and family planning etc. actually capitalize on the experiences of similar operations. In many cases, they seem to be "reinventing the wheel." This is particularly true where there isn't a centralized educational system with a ministry of Adult Education providing for continued growth and continuity.

2.4 In India, as in the United States, one can't really refer to a visible and continuous movement of Adult Education, in the sense of building on the achievements of others. Rather, it a sporadic operation, coming to the fore periodically and then being pushed to the background. In India, in particular, with its focus on Guru and charismatic leadership, the story of Adult Education can be written by linking personal biographies and charismatic leadership.

2.5 Without the institutional continuity that defines role and objectives, and without continuing organizational support, creative leaders of Indian Adult Education have had to build temporary organizations to achieve their objectives, and have had to rely very heavily on their charismatic qualities and capabilities to attract a following. In no case have they been able to build permanent organizations (an endemic problem with Adult Education in the United States as well) and therefore their organizations generally disintegrate when they leave or pass on.

2.6 Despite this lack of continuity, or because of its demanding selectivity in which only certain types of people can prevail, Adult Education operations in India have attracted those of the highest ideals, great commitment and intensity of purpose, and with an unusual output of creative energy. It has brought out a degree of religious fervor of those working for the disadvantaged and willing to toil intensively to build temporary organizations where permanent organizations are a rarity. The chronicles of Indian Adult Education are therefore the stories of charismatic leaders who have developed personal followings, worked against overwhelming odds to do a job, and achieved greatness of self in the commited act of working with adults and "prevailed," over adversity. The activities also show how in the struggle by these charismatic leaders against great odds, energy was invested essentially in survival and getting the job done rather than in institution building and training or providing an atmosphere for facilitating potential leaders to carry on. Generally, during the waning years of energy and health, these charismatic leaders were unable to find replacement leadership within their own organizations to turn over the keys of their organizations, resulting in a decline of the organizations after their departure.

2.7 There are already many positive Adult Education activities going on in India, many different governmental and private organizations involved in the operations, fine literature on the subject, and two high quality Adult Education journals regularly appearing. The general high level of dedication and devotion that exists among Adult Educators in India, is most impressive. It is unfortunate however that despite these healthy and progressive components, there is lacking an effective organizational infrastructure to capitalize on all these assets and systematically build and improve Adult Education operations. This organizational limitation, characteristic of Adult Education operations in nearly all nations, results essentially from the ancillary nature of this type of education. As a "fringe" or "supplemental" area, Adult Education often is characterized by a fragmented nature and somewhat disorganized state. The healthy components of Adult Education, therefore often become lost on the national scene and fail to make their maximum contribution to national development, even though they might be considered very successful locally.

3. ADMINISTRATIVE ORGANIZATION FOR ADULT EDUCATION

3.1 NATIONAL AND STATE

3.1.1 There are clear practical expressions of commitment by the federal government of India to advance Adult Education, somewhat tempered by the realities of the Indian federal political system. On the governmental level there is a separation of powers and responsibilities for adult education operations. There are two major program areas for Adult Education in India. Those that are directed towards the masses of Indian adults in both urban and rural society who are illiterate and semi-illiterate come under the Federal Ministry of Education, and departments of education in the states. But, those concerned essentially with job skill and vocational development come under different control agencies such as governmental Ministries of Health, Agriculture, Railways Post and Telegraph, Defence, and family planning and also under in-house business and private agencies.

3.1.2 There is also a division of powers between the Adult Education operations of different government levels. Similar to the American federal system, where central or federal power is not strongly generated, either for education in general nor Adult Education in particular, India too faces this type of endemic organizational problem. Adult Education has been mentioned and provided for by the Indian federal government in every one of the past five-year plans, but in reality education is a matter of concern or neglect for the twenty-one state governments of India rather than the central federal government. Although the central federal government does provide some coordination, advisory organizational and fiscal support, the state level as well as the district and village levels are really where vital policies and plans are determined, and implemented. This poses a key problem on the effective uses of education for developmental purposes, especially where the planning commissions of the federal government neither have the full planning nor implementing and fiscal capacity to advance the programs advocated. This organizational situation, to be effective, requires a higher degree of communication between different government and private agencies.

3.1.3 The United States had this type of problem with general conflict between national, state, and local authorities especially in those areas such as education where all three have degrees of authority and no one has complete responsibility. The federal system of the United States, has been able to cope despite problem of fragmented authority and responsibility through the development of private ancillary organizations. The supplemental organizations which work outside of the formal federal system, serve as informal agencies to bring order and a degree of uniformity of action and purpose on all three levels of government. These organizations include: publishers, teachers organizations, professional groups, national unions, and the print and video-media. In the federal system of India, these ancillary organizations which help the American federal system lace its operation together are not adequately operational. The newspaper and T/V media also do not serve that purpose, leaving a federal system which has not overcome the disadvantages inherent in federalism.

3.1.4 A significant and constructive Indian response to the problem has been through the development of "voluntary" (private) agencies. These voluntary agencies however lack an effective communications network, are overlapping in many cases and develop objectives and strategies which are not necessarily consistent with national priorities and objectives. Unfortunately, orchestration of these voluntary agencies for achieving greater effectiveness, is a most difficult task often running up against individual sensitivities and philosophies.

3.1.5 In the United States, in addition to the ancillary non-governmental organizations, the American federal government recognized the inherent type of problem in federal systems and established an ERIC (Educational Resources and Information Clearinghouse) operation to centrally locate documents developed by different people or agencies on developments in education, and centrally diffuse these on microfiche cards thru libraries and subscribers.

3.1.6 Significantly underdeveloped in the Indian federal system is a feedback mechanism for communicating evaluations and reactions to Adult Education programs to some central disseminating authority. (In the United States, this state of semi-chaos was glorified in and praised the past by "educationists" as an Educational laboratory approach where many different experiments were taking place in education in the different school systems). Experiments and new approaches to Indian Adult Education are tried in the field, with terribly inadequate feedback, resulting in "re-invention" of the wheel and outdated and inapplicable programs being adapted. There is a clear need to have experimentation and operational programs feeding back to a single data bank source for the broadest dissemination of information and most effective evaluation. In this way, valuable experience does not have to be lost and knowledge does not have to be rediscovered in a field where diffusion of cumulative experience should be the key strategy. To its credit, leaders at the Directorate of Adult Education have recognized this need.

3.1.7 There are many excellent programs and ideas about Adult Education in India, but a terrible brain drainage and loss because of the lack of an effective administrative structure needed to cope with these problems and ideas. The Ministry of Education Directorate of Adult Education, under the direction of Mrs. Doraiswamy is doing a tremendous job with a very limited staff (under fifteen people). They have started to develop centers and key areas where they will send information on their latest programs, and secure feedback on programs in the field. Communication feedback sheets are being sent out and a network is growing. However, this seems to be a very limited start along traditional lines - for a problem of such great magnitude. This author thinks that an approach currently being used by UNESCO, as well as Western Europe and the United States, might help to overcome the information and communication gap in Adult Education without going through the difficult resource and linear sequence problem of building a traditional communications network. A system whereby all pertinent information on Adult Education programs and proposals could be placed on microfiche and distributed to major library centers in India, would help speed up the needed two way flow of communications. This type of system, could represent a major step in having India utilize its own excellent resource people to develop more effective approaches to cope with India's Adult Education problems.

3.2 GANDHIAN HANGUP

3.2.1 Part of the Adult Education problem of overcoming the inherent difficulties of a federal system is related to an Indian ideological context which has glorified decentralization as a populism giving

giving the government back to the common man. On the global scene, sources feeding this ideology are the philosophic iconoclasts such as Ivan Illich who in a Rousseaian sense have dammed central authority by definition as corrupting and destructive, and E. F. Shumacher in his book Small is Beautiful. Often, for these critics devolution is equated with humanism, and centralization with oppressiveness. On the Indian national scene, this ideological context for decentralization is being nurtured by interpretations of the philosophy of Mohandus Gandhi.

3.2.2 It is this author's impression that Gandhi's ideas on grass roots village participatory democracy and the need for local decision-making represent an ideological hangup for the Indians very similar to the American hangup with the Jeffersonian agrarian myth of the Yeoman farmer which lasted until the New Deal Era. In addition to rhetoric, dedicated workers in the Adult Education field seem to be concerned with proving the philosophical wisdom of Gandhi by attempting to develop successful agrarian-based democracies in the villages.

3.2.3 Running counter to this agrarian impulse and tradition are those few adult educators stressing pragmatic efficiency systems approaches with performance based criteria and stress on need for effective central/national power. The approaches used by the Polyvalent Urban Adult Education Center in Bombay reflect one of these few moves towards pragmatic programs of adult education. In my opinion the ideological hangup on the decentralization myth and the myth of the rural republic might be philosophically satisfying, but have little to contribute to solving Adult

Education problems in India. The ideological approaches should be set to rest and stress placed on developing effective organization and approaches for problem solving in the contemporary period.

3.2.4 There are very striking similarities between the American agrarian experience which stressed the virtues Jeffersonian-Madisonian heritage of the Yeoman farmer and the Indian emphasis on the virtues of Gandhi. In the United States, the Agrarian myth of a lost Eden and of the return to this Eden by local participation and involvement in government the Republic of Yeomen-farmers-was a central ideology of American agrarian democracy, and the root of conflict of Madison and Jefferson vs. Alexander Hamilton. Although Jeffersonianism won in the initial philosophical and ideological struggle, the long-range victory was on the side of technology, large scale organization, money interests and strong central power as advocated by Alexander Hamilton. Although Americans continued to espouse the agrarian ideas of Jefferson, until the Great Depression of the 1930's, the new realities of the industrial revolution required a movement to initiate and eventually accept a Hamiltonian large scale production economy, earlier than the 1930's.

3.2.5 In the American post-Civil War period the trend in terms of economic production and distribution was clearly in the direction of large scale and monopolistic enterprises. There were efforts during the Progressive Period of President Theodore Roosevelt to assert federal authority over large scale business groups, and during the Progressive period of President Woodrow Wilson, to break the developing large economic units into smaller units. The approach of Wilson, failed to deal with the fundamental issues of effective control over necessarily large scale units of production and distribution. Real control over large units in the United States came through the socialization of large corporations and the growth of countervailing powers of labor and farmer organizations. In the United States, we found that by fostering government by organized interest groups and lobbies, humanity and dignity of labor and the disadvantaged classes could be enhanced.

3.2.6 In India, the organizational trend for efficiency in the use of capital and business will probably result in increased development of large scale organization. To maintain the fragmented state of the farmer through the local village panchayat system, and to press for a mythical dignity of labor in the handicraft area, can result in supporting local oppressive institutions that will keep the farmer in a regular state of servility and powerlessness. Theoretically, the farmer should have greater control over local institutions. In a practical sense there is a great deal of conception and on the local level. To achieve the human dignity advocated by Gandhi, requires strategies of a contemporary nature to achieve his ends. Gandhi's message for contemporary Indian Adult Education is not Gandhism, nor localism as advocated by supporters of the Panchayat system of local government.

3.3 DIFFUSION NEEDS

3.3.1 Indian Adult Educators on high levels of decision-making are generally well informed and knowledgeable about major ideas and advances in Adult Education and Lifelong Learning. In fact, a number of upper eschelon officials participate in international conferences, communicating with other professionals and are generally knowledgeable about major world movements of Lifelong Learning and the uses of Adult Education for development purposes. They are generally up on the latest ideas and approaches, and are articulate in expressing these ideas. However, despite key people knowing about the latest ideas and developments, there are few organizational networks in India for diffusion of this information into field areas. Many of the positive values of the various Adult Education programs are therefore in adequately diffused to other Adult Education programs, and appropriate types of communications are lacking. This means that one can and does find highly advanced ideas of Adult Education in the capital city of New Delhi, but often inadequate approaches and ideas being operationalized in the village area and in the field operations. This also generally results in inadequate spin-off value in programs. Instead of a logical and continuing building and improving of adult education operations through effective communications, the field is characterized by cycles of program changes, without adequate linear progress development.

3.3.2 India, to a large degree, has not capitalized on the excellent quality of its elite leadership cadre in Adult Education, and these people are generally not situated in leadership positions with diffusion capability. One finds it easier to get information about advanced Indian thinking on Adult Education from American library sources than could be secured in India, outside of Delhi on the lower levels of decision-making. This "top-down" diffusion problem is of the type generally characteristic of a federal system, where the multi-levels of government, pose persistent problems for diffusion. Central government personnel, in a federal system rarely have the possibility authority and power of disseminating information to other levels of government.

4. INCREASED IMPORTANCE OF NONFORMAL EDUCATIONAL APPROACHES RESULTING FROM REFORMULATED DEVELOPMENT OBJECTIVES AND STRATEGIES

4.1 To maximize the impact and extent of economic development, there is a growing recognition of the need to transcend the traditional stress on an increased Gross National Product, often reflecting elite acquisition of goods and services, and move instead to an improved qualitative distribution for a greater number of people. With this shift to more comprehensive and inclusive developmental objectives, has come a shift in emphasis on strategies to be used. Under traditional development approaches which favored the elite, major stress was placed on developing the college oriented formal institutions on the assumption that the production of a select leadership cadre would in turn contribute most to the general welfare of the common people. However, this proposed extensive improvement for the masses, for the most part, has not taken place. Investing large amounts of limited resources in this elite educational area, has resulted in further national disjointing by reinforcing the colonial and elitist heritage of two nations, the haves and have nots.

4.2 The traditional emphasis on formal education, K-College, as the major strategy for national development is being challenged because it has failed to provide the necessary broad base for national advance, or an elite who could and would produce effective leadership to achieve this broad national advance. There is greater governmental recognition that national and personal development strategies cannot rely exclusively on formal educational operation to provide the changing vocational and attitudinal skills needed by large masses of the population, and that continuing with traditional pattern of formal school organization, will not necessarily contribute significantly toward resolution of major socio-economic problems. Traditional linear formal apparatus might have sufficed in the period of gradualist and evolutionary expansion of European economics and societies, but different types of approaches are needed for societies under modernization pressure in order to accelerate the participatory process, rapidly increase trained manpower, and broadly distribute the increased economic benefits. Yet, despite its evident faults and elitist limitations, traditional formal education was able to formulate an institutional framework for interface communication, problem recognition and problem solving. It also developed a degree of internal efficiency in meeting internal objectives, and a degree of external efficiency in meeting the broader objectives of society.

4.3 For many years the dominant strategy was to expand quantitively the formal elementary and secondary school apparatus, providing larger quantities of the traditional type of education. In our contemporary period, with the evident limited resources available to most modernizing nations, greater consideration is being given to developing an appropriate balance between formal nonformal and informal educational operations. There is a growing recognition both in India and abroad of the significant role that can be played by functionally oriented nonformal adult education to further a broadly based scheme of national development. What is needed is not traditional expansion but a qualitative change to shift the favored fiscal position of the urban areas often funded on the basis of formal school operations, to rural areas, which could more effectively deliver education through nonformal means.

4.4 The Indian government has been involved in greater emphasis on nonformal education to achieve national and individual developmental objectives. As the Ministry of Education indicated,

> One of the major weaknesses in the existing system of education is that it places an almost exclusive emphasis on the formal full-time system of instruction. This leads to three major weaknesses. 1) Firstly, the education system is availed of only by the non-working population, whether children, youth or adults. This restricts its use to the well-to-do sections of the

> society and a link is established between education and privilege. 2) Secondly, it is not possible to move towards a system in which opportunities for continuing education are provided throughout the life of an individual. 3) Thirdly, the cost of education, both recurring and nonrecurring, becomes very large and goes beyond the resources of a developing country like ours. It is, therefore, necessary to create a new and integrated form of a national education system in which all the three channels of instruction full-time institutional, part-time institutional and non-institutional self-study would be properly developed at all stages and for all sections of society. This is one of the major programmes of educational reconstruction to be implemented in the Fifth Five-Year Plan.

4.5 Many leaders of Adult Education in India are familiar with global approaches for nonformal education, and in fact are making significant contributions, to this global development. Asher DeLeon, a UNESCO representative assigned to the Directorate of Adult Education, has been a major force for developing the seminal UNESCO publication Learning to Be, which advanced the cause of nonformal education. Mrs. Doraiswamy, Director of this Directorate of Adult Education; is working very hard with limited staff to spread the word of nonformal education among the Adult educators. Although the theory is there and the effort is being made, the context of limited resources, huge practical problems of illiteracy, health, and the need for developing appropriate organization and personnel expertise, results in very limited nonformal education actually in operation. This situation is generally true, outside of India as well, and represents an early groping for a practical application and development of functional forms to go with logical theory.

4.6 In India, emphasis is being placed on developing and expanding nonformal programs for youth in the 16-25 age group as ways of positive linkage between in school education and nonformal education and skill training, and formal program provision is in the process of implementation. Other programs include

the relevance of adult education to our educational crisis

Malcolm S. Adiseshiah

Definitions

Dr. Zakir Husain in his Patel Memorial Lecture described the crisis of the educational system that he had helped to develop thus: Just as we can turn a so-called intellectual book school into a mechanical memory training school, as we have, God bless us, succeeded in doing in hundreds of thousands of our schools without a dog barking and without yet preventing their number from jumping up higher and higher, so we can, as we have in quite a few cases, succeeded in making of the work school, the basic school, a place of mechanical work. I want in his memory to call attention to some aspects of the all prevading crisis of our educational system. Education is for me the process of learning. The educational system is the complex of institutions—the school, the college, the University—which mediates that process. Education is thus the judge of our educational system. As a learning process, society through the educational system decides what it wishes to learn, where and how.

educational system—a reflection of our society

And here is our first dilemma. Our educational system is a reflection of our socio-economic system. It is as maldeveloped as our economy. The evidence of this is seen in the fact that its products are unemployed or unemployable. Our economy is growing at such a slow pace that it is not able to absorb the engineers and scientists produced by the educational system. Should our engineering colleges and polytechnics then have been planned as we are doing now at the same rate of growth or non-growth as that of our economy? We planned the Fourth Plan at an annual average rate of growth of 5.7 per cent and industry at 8 per cent. Actually we will be averaging something nearer 3 per cent and 6 per cent respectively. For the Fifth Plan we are planning a growth rate of 5.5. per cent and an industrial growth of 8.3 per cent. And so for both plan periods we are maintaining admissions into our engineering institutions at the reduced level that we established in 1966-67 and have thus equated our technical educational institutions with our economy in that both partake of a stagnant, stop and go and declining trend.

Even more serious is that the products of the educational system ase unemployable. Today 3 million of the 3.2 million S.S.L.Cs. and above registered with the employment exchanges are the non-professional general education S.S.L.C., P.U.Cs., graduates and post-graduates. They are not employable because what they learn in the educational institution is apparently not what our society needs. I say apparently because it must be that society itself does not know what it needs and takes the easy way out in letting our educational institutions churn out year after year the same irrelevant products. We are accustomed to criticising our educational institutions as being out dated in their learning materials, futile in their learning techniques and misleading in their evaluation of what has been learned. But this is exactly what our society wants of our educational system. How otherwise can we explain the long train of educational reform blue prints and educational renovation reports starting from the Wardha Scheme to the Kothari Commission that we have not done anything about? It is not simply the school and college that have not acted on them. It is society which does not want them to. Contrast this with such proposals as the new agricultural technology—HYV, NPK and pesticides—which society promptly acts upon.

Or again how can we explain the quantitative explosion of our educational institutions with parents rushing in year after year to enter their children into the deteriorating schools and colleges to a point where the admission time is a period of nervous breakdown for so many of our headmasters, principals and vice-chancellors. Contrast this continuously rising demand for the useless education imparted outrunning its supply, with the demand and supply situation for such similar products as adulterated food or infected milk. And so our first crisis point is that our poor maldeveloped society is getting the poor distorted educational system that it demands.

educational system—an elitist system

This social demand for education is a class demand—and that is the second point of our educational crisis. Even this poor educational system of ours is so structured as to load the dice against the vast majority of students of school or college going age. It is not only that there are more students who are out of school rather than in it—60 per cent at the primary, 80 per cent at secondary, and 97 per cent at the University level are out of school: but in the process the poor majority, who are pushed out of school and college learn how unsuited they are to go to school, how ragged their clothing is to sit in with well clad student, how attrocious their manners are at the midday meals compared to the behaviour

1.6 Malcolm S. Adiseshiah, "The Relevance of Adult Education to Our Educational Crisis," Indian Journal of Adult Education, January 1974, p. 3-8 of the well fed ones and above all how stupid they are vis a vis the 3 per cent bright ones who go onto college and university.

There is a vicious circle, a kind of built-in perpetuation of privilege in the school system, as there is in the social system. Those who survive in the schools and colleges do so because their fathers have the better positions and their sons and daughters will get better jobs because they stayed on in school; their fathers and mothers have all the places of power in government and business and so their children stay on in schools to take over these centres of power from their parents; their parents are well mated with large dowries and endowed property and they will also marry into similar families and become the most handsome bridegrooms and the prettiest brides because they ~~have~~--stayed on in school. Thus the educational system is the monopoly playground of the well to do minority of our society. In return it sustains them and reflects their class values which are handed down from one generation to the next.

irrelevant education content and techniques

The curricula, methods and techniques of our educational system are a reflection of this lopsided social system. We worry about students from the villages, which are the majority sector in the country, being forced to follow an urban based industry oriented curriculum. We are critical of the learning methodology which calls for cleverness in beating the rules and competition, leading to the survival of the most ingenuous, We argue against the teaching methodology which teaches conformity through verbal outpourings and moving demonstrations in an atmosphere of quiescence. We turn away from the evaluation system which is no record of what the students learn but simply of the marks they get.

Here again the education system reflects in the contents of its learning, its methods, techniques and evaluation processes the mores and values of society, to which it has added its own twists and twirls; for the school is the full-time learning institution, while society has, besides learning, other avocations. Hence the perversions of the learning process in the school owe a part of their origin to the school which has added to and improved on the irrelevances it mirrors from society. It has framed a system of learning—curricula, contents, techniques, methods and evaluation--under which those who go through it slowly, laboriously and surely become clerks in the Government, technicians in industry and the extension agents in agriculture, while those who learn to beat the system and finesse the examination, become the political and economic elite of the Country.

All classes have served their apprenticeship in the school—the drop-outs, as hewers of wood and drawers of water, the conformists, as the skilled workers, and the clever ones, as the exploiters. The educational tools which they use are derived from society but their use and further refinement is the education system's contribution.

moral and immoral values

A fourth crisis point is that our educational system reflects the values and morals of our social system. Just as in society where we have to pay something extra to obtain the cement or sugar or yarn our family consumes, so too in admission to our schools and colleges the student sees his parent or guardian paying an under the cover 'donation' to have him admitted to the institution. Just as we have to have some godfather—a minister, an M.L.A. or M.P. or at the very least a P.A. to a Government Secretary—to be considered for a job, so too we carry so called recommendations from these persons to secure an interview with the principal or headmaster for school and college admissions. Further, to be sure, to get the job, a bribe has to be given, and so too the students see teachers being appointed upon the payment of similar sums of money to the appointing authority. Other more subtle and in some cases justifiable forms of favouritism which are built into our society in the name of social justice—the reservation of posts to scheduled castes and tribes—the safeguarding of the culture of ethnic minorities, the student sees reflected in the school and college which goes one better in reserving seats for what are called backward communities. We are sowing the dragon teeth of casteism and communalism in the early formative years of his life. Our educational system thus has become the training forum and demonstration centre for the corruption, the dishonesty, the nepotism and the inhumanities which are part of our social system.

contradiction between education and educational system

And so our educational system finds itself in contradiction with what education is. Education is learning. Our educational system is memorising. Education is learning how to learn. Our educational system is learning how to conform. Education is the right of every Indian. Our educational system is a denial of education to the majority of Indians. Education is life long. Our educational system is age specific at 11 or 14 or 18 or 21 years. Education is democratic calling for equalising educational attainments. Our educational system is elitist dividing the educated few into intellectual and social hierarchies. Education is humanistic standing for work, truth, understanding. cooperation through its one to one relationship. Our educational system is anti-human or inhuman in promoting intellectual laziness, dishonesty, corruption, egoism based on the principle of each man for himself, the devil taking the hind-most. I regard this antithesis between education and the educational system as one aspect of the perilous position of our society and our educational system. Against this profound crisis gripping of our educational system, what do we do?

the way forward: understand the crisis

The first task is to understand the crisis; that is, the nature, limitations and ills of our socio-economic system. This is for me an essentially educational task and is a prior obligation on our educational system.

Our socio-economic system today involves a structure in which the dominant group is not simply the monopoly houses and the big landlords, nor the capitalist and landowner but people like you and me—the lower middle class. Dr. K.N. Raj, in his Kale Memorial Lecture defined the lower middle class as comprising small proprietors in agriculture, industry and commerce (dependent, to some degree, on hired labour), a wide spectrum of the self-employed, and those engaged in the professions of medicine, clerical and administrative work and teaching (whether self-employed or working as employees). The criteria for the identification of the components of the lower middle class is that the income of the person should be derived to a small extent from property and a large extent from work. Property here is not only material assets such as land, machinery, commodity stocks, shares and deposits but also what we have come to call human capital. The possession of certain kinds of knowledge and skill in the administrative, managerial and scientific areas places the holder in the same position of earning a rental element similar to the holder of a fleet of taxis, a company share or an urban rural property. It is this group of the lower middle class which holds political reins in each of our States and in the Federal Union, which runs the economic machine of State Capitalism and which is responsible for the gap between professions of equality, social justice and growth and their expression in soaring prices, hoarding and black money and black marketing, the mockery of land reform, the failure of wholesale grain take-over and the stagnant economy. We the majority, and not some large landlords, some giant industrialists or avaricious black money purveyors (except in so far as they are allied to us) are responsible for, and tolerant of, the wheeling and dealing, the corruption and intrigues by which the political and economic machine is kept going.

preconditions to educational regeneration

Having pointed to education's responsibility to analyse the nature and gravity of the crisis of our society which begins with us, with each of us, it is then necessary for education to help us study where we go from here. It could be in any one of several ways which I will broadly classify into two paths. One is to do nothing and allow the mounting contradictions in the system to move us farther away from the values of justice, liberty, equality and fraternity that we embodied for ourselves in our constitution. The other alternative is to work towards a system under which political power will be shared with the rural masses who are now kept out of it and the socio-economic system move in the direction of their participation in all decision making processes, involved in establishment of strategies, in the elaboration of policies and in formulation of plans as well as in execution of projects. I need not say that I very much hope that we will move in the second direction. But to do so there are three rather serious and somewhat sombre preconditions.

The first is that we of the lower middle classes must be prepared to shed our current monopoly positions of power and our alliance with, and tolerance of, the forces of reaction and accept sharing power with the poor numerial majority. We of the lower middle classes have successfully carried out the rennovation of wresting power from the capitalist classes and the higher castes but we have also seen to it that the renovation stops at us. We have managed to change our socio-economic and political pyramid by moving everything from the top to the middle. We have spotlighted our monopoly houses and established curbs on them, we have abolished the princely order and nationalised our financial barons and removed our large landlords or made them exist under benami conditions and elected ourselves to the Lok Sabha, the State Assemblies, the Panchayati Raj institutions, the cooperative managements, etc. The bottom of the pyramid is still where it was and has not shared in this revolution. It is this revolution which we must now extend to include the poor majority.

Second, the poor majority—particularly the currently unorganised, disinherited, dispirited rural poor—must be organised to participate in society and share in its power centres, its economic processes and its cultural expressions. It is important here to remember that political participation is not coterminus with the exercise of political power. We have a society in which sixty per cent of the people exercise their right to vote but only the same small select group have the entry to the elective and appointive offices of power and decision. We no longer accept caste as a legal or social norm, we have now committed ourselves politically to removing all forms of privilege leading to inequalities. Now, these normative positions of ours must be translated into realities and that calls for the organisations of the poor majority for political and social action and decision making.

Third, the educational instrumentality should be reshaped and renovated as a means of bringing about this society. All these three preconditions are in our hands and it is our inescapable responsibility to help to bring them about if we are to move towards a progressive, peaceful and just society.

autonomy of educational process

But earlier I took the position that the educational system is just as good or as bad as society. It is true that the educational institutions, educational content, educational techniques are conditioned by the nature and stage of development of the society of which they are parts.

And when we talk of the need to functionalise education, to make curriculum reflect our rural and urban realities, in other words, to rid ourselves of the foreign models on which the system has been built by making it a more faithful mirror of our own society, we must be aware of this danger; of the educational system reflecting the stagnation, the shoddiness and the sins of the social system. While the educational system faces this parameter of being a part of current society--as far as ills, weaknesses and limitations are concerned--without reflecting or, as Dr. Zakir Husain put it, through perverting the strong points of our society, education as the process of learning faces no such constraints. Education is autonomous in the sense that the learning process can function anywhere, gives rise to new and innovative models and can meet squarely the challenges of what has been described as the revolution of rising expectations of our poor countries or the richness syndrome of the industrially advanced countries.

out-of-school education as the learning process

One such educational emanation is the new form of Adult Education which I prefer to call by the more generic title of out-of-school education, which others also term as non-formal or informal education. But right at the start I must confess that I am not satisfied with any of these terms starting from Adult Education on to out-of-school or informal education because of their question begging nature. They imply an educational dichotomy between the child and the adult, between school and the farm or factory, between formal institutionalised instruction and non-formal deinstitutionalised learning. In terms of institutions and, of course, in course content there are distinctions. But the educational discovery, or rediscovery, of today is the unity or oneness of education—as the learning process, continuing, never ending and individually and socially responsive.

It is the use of education as the learning process that I

clientele is the poor majority—the drop-outs and push-outs from our school and University system, the illiterate rural masses who constitute seventy per cent of our society, the organised industrial workers who are continually battling to relate their earning to escalating prices, as well as the students imprisoned in our schools and colleges, we of the professions,—the educators, scientists, the engineers, the doctors and nurses, the administrators and the politicians, and the capitalists and large landowners. This continuous learning process is open to all in our society. It is universal and can be denied to an individual or a group only by neglect or manipulation. There is no need here for establishing priorities or a time path except in relation to the majority who have to be started now on the need to learning.

The content of out-of-school education, as noted earlier, is varied, variegated and disaggregated. The learning content for a school or college drop out around the skills of communication, computation and reasoning in his work or home situation, will be different from that of an illiterate farmer and agricultural labourer who must also learn skills of his occupation and those called for by the imperatives of economic and political participation in his society at the village, State and national level. In fact that disaggregated curriculum will follow the individual learning path and aptitudes of every individual. That is the essential humanism of out-of-school education. The curriculum unit is not a gaggle of boys and girls sitting in a class room, not the morning shift of factory workers meeting for vocational training, not illiterate adults assembled in a functional literacy course, nor women or youth groups going through special programme but the individual men or women. Such a curriculum has to be innovated and imagined and is subject to constant renewal and change.

Its teaching technique and learning methodology is one of dialogue and not discourses, of discussion not of ex-cathedra pronouncements, of the multitudinous means of self learning and

setting there is no real division between teachers and taught, the learners and the learned. Every one is learning something all the time and feeding back the results—positive and negative—into the system of methods and techniques. This makes impossible imposition of any ideology, except the ideology that every man is a thinking, teachable, learnable individual, an individual who is endowed with rights which he has been deprived of an individual who thus becomes conscious of his rights and the need to exercise them fully, freely and responsibly. Out-of-school education is thus inherently human and deeply democratic.

Its evaluation procedures are similarly as continuous and continuing as the learning process itself. There is no point of time where the evaluation of learning takes place or leaves off. The evaluation of each piece of the learning process is on going and takes place during and at the end of every learning cycle. Its expression is not a diploma or certificate which divides people into the successful and the failures and grades the successful into a hierarchy of privilege, but the actual work turned out—whether it be in improved agricultural practice, or ability to use a sophisticated machine, or capacity to organise into groups in order to participate in the country's political processes and economic and social decisions. Out-of-school education thus enables each learner to break through the constraints imposed by examinations and their accompanying diplomas and degrees which are prabably the most serious denial and defeat of the learning process, and to participate in a system of evaluation which sets him further forward on the learning path.

There is also an immediate rescue operation for our school and University products that out-of-school education must engage in. Earlier I referred to the unemployables that our school and University system is turning out. The 5 lakhs educated employment generation scheme launched this year by the Union Government begins with the tragic admission: "a large majority of the educated unemployed turn out to be really unemployables." Hence about 60 per cent of the Rs. 100 crores budgetted for the programme is being allocated, on the basis of schemes formulated by the States, for the training and retraining of the matriculates, graduates, and post-graduates to make them employable. Over half the number, that is around 2.8 lakhs of 5 lakhs of the educated unemployed, are being put through ground level orientation—which means first deschooling them, and then educating them to make them acceptable in the employment market. Such is the immediate first aid ambulance operation which out-of-school education is being asked to perform—to undo the damage done to its products by our educational system. All over the country, in every State and Union Territory, new and innovative education and training programmes have been launched outside of the schools and colleges, inventing the course content, using the pedagogy of the factory, office and market place, and testing the trainees continuously in terms of the particular life situation which they are planning to enter. I leave you to imagine what these men and women think of the educational system which has crippled them, and the out-of school system which is rehabilitating them. Here is one of out-of-school education's immediate functions, the function of rehabilitation of the majority of men and women who have passed through the school stystem. But I wish to point beyond this immediate service function of out-of-school education and refer to its potential for saving the school system itself.

Probably the most important facet of out-of-school education is its fall out effect on the school and college system. There is a kind inverse Gresham's law at work here whereby good education drives out bad education. No country, no society, runs two parallel educational systems in the long run. One merges into another. What we need is to make a start on out-of-school education, because once we do that, its content, its techniques, its evalution system and its end purpose can begin to be fed into the school system and help in the latter's rennovation and restructuration because it has helped society itself to change from a stagnant to a dynamic system, from a closed class ridden sub system to an open participatory community. This fall out effect on the school system will be all pervasive. The work oriented vocational bias of out-of-school education which takes people at the point of whatever work the learner is engaged in and develops learning system out of it and through it onward and forward will help school education develop a similar work and vocational bias without imposing on it as it has done in the basic schools in the past artificial work situations, what Zakir Husain called mechanical work situations. Out-of-school education's learning methods which I have earlier described as learning how to learn will help the school replace or at least supplement the element of compulsion which forces the student to abandon what he wants to do in favour of the immobility and boredom of the school by linking learning with his needs, desires and aptitudes. It will help the school turn around and scrap its various small hordes and piles of fixed information and immutable knowledge called syllabus, and replace it by a wide ranging, varying, changing, and growing learning process where the ability to understand, to analyse, to seek and search and the link between the general and particular between knowledge and action become decisive. In this again the learning process in coverage is practical—it is the practice of analysing, of seeking and searching. It becomes a reflex and a habit with the subject. For this the master-pupil relationship is replaced by that of partnership in which everyone is receiving and giving—receiving the substance of learning and giving from his thoughts and his experiences. It demonstrates how the school's selection and evaluation system, which as we have seen is an ideological and actual smoke screen of so-called merit but whose reality is the perpetuation of privilege, can be replaced by an open system in which failures in examination and rejections by society are absent and where society first and the education system as a consequence are wide open to all for study, training, updating and professional renewal.

out-of-school education as the curing process

That is why I look to adult education which in this lecture I have broadened out to range over all forms of out-of-school education to instill in us the will to act. And that is what we are lacking. We know what is profoundly wrong in our educational system. We have time and again over the past fifty years established a comprehensive diagnosis of our educational malady. This diagnostics is almost complete. I say almost in that we have not always traced the disease in the educational system to the disease in our social system. This gap we are now filling. We also know what kind of educational renovation and regeneration we need.

We had this charted for us by the Zakir Husain report on basic National Education in 1936, the (Radhakrishnan) report on University Education in 1948, the (Lakshmanaswamy) report on Secondary Education in 1954, the (Kothari) report on Indian Education in 1966, the report of the Indian Adult Education Association round table on life-long integrated education in 1968, the National Policy resolution on education in the same year and in the most recent report, Towards a Learning Society, established in 1972 by one of our States—Tamil Nadu. On the broader socio-economic front we have charted the way forward, the next step that we should take—in the report—the Approach to the Fifth Plan—which sets forth the strategy and programmes that would lead us on to a free, just and productive society through a direct attack on the forces of inequality and under development that are shackling us. All the conditions for a move forward—an agreed diagnosis and an accepted prescription—are thus present. What we need is the will to act. And it is to the generation of this revolutionary spark—the will to act--that I look to out-of-school or adult education, with its tradition to fight against using education to continue the past unjust social order, to accept instruction as the means of ensuring conformity and assimilation into a stagnant culture and elitist social system. I look to it to build in place an open questioning, productive system marked by the continuous struggle for learning, which is acting on the principles of a real and effective democracy. Only there is now no time to lose. We need now to act.

Patterns of Adult Education

Concern for adult education has been shown from time to time by our educators and reformers but it is only recently that much thinking has been devoted to realistic planning in working out methods, techniques and programmes, that could be carried out to the field. It is very heartening to note that our universities are coming forward and have begun to play a very vital role in facing this challenge. The life of university and community is thus being vitally linked up that will result in their mutual enrichment. The Kothari Commission Report on education has given a definite stress over the role of universities in the field of adult education. The universities will have to think and plan programmes in this connection.

Adult learners are significantly different in terms of their personality, physical development, experience, social role, motivation for learning *etc.* from children and youth. Most educators agree that for effective learning to take place, methods should be related to the purpose of education, size of the group and needs of participating learners. An astonishing variety of forms, methods and techniques are available to the adult educators and teachers. But ability in selection of an appropriate method or technique is required, and this is one of the chief skills of the teacher of adults. Before indulging into direct planning of adult education programmes, one should at least acquaint himself with the existing and expected patterns of Adult Education.

Patterns of adult education have been developed out of experience in teaching adults in various settings. Most of them are characterised by the nature of their informality in contrast to formal methods adopted in teaching children and youth through class rooms, and predesigned curriculum. A variety of patterns of adult education have been developed in areas emphasising remedial adult education, continuous or life-long education, workers education *etc.* Some of the known patterns existing and those which are being tried out, are being described briefly as follows :

A. Remedial Adult Education:

The bulk of programmes that are being carried out in India can be characterised as 'Remedial Adult Education'. This is an area of adult education concerned with the majority of adult men and women, who, because of certain circumstances had little or no opportunity of schooling at all. The patterns that are being adopted under this category are :

1.7 "Patterns of Adult Education," A Guide to Literacy and Adult Education, Literacy House, Lucknow, 1969

(i) *Adult Literacy Campaigns* :

It is an extensive effort to reach most illiterate adults in a specific area, in a minimum possible time, helping them by bands of volunteers to learn minimum of literacy skills to begin with. Such campaigns have been initiated by states, universities, voluntary agencies or communities by themselves. These have, however, always been sporadic and temporary. If followed up with sustained effort, campaigns could be of lasting value.

(ii) *Gram Shikshan Mohim* :

Relatively better organised than most campaigns, 'Gram Shikshan Mohim' as a mass approach to adult literacy has been first adopted by Maharashtra State Department of education and has later been followed by some other states as a pattern for wiping out the problem of mass illiteracy. The organisers of 'Mohim' involve the whole village in pledging to make the village literate. The 'Mohim' evokes good enthusiasm, and if supported effectively by necessary services and educational-materials, it could be an effective pattern as a mass approach.

(iii) *Social Service Camps* :

University professors and students, often engaged in organising adult literacy classes as social service activity during social service camps held generally in vacations, or N. C. C. camps, have similarly taken interest in the problem. Such activities, however, have not proved to be an effective way of even touching the fringe of the problem.

(iv) *Literacy Classes* :

As a planned and relatively sustained activity, Literacy classes are organised through the appointment of part-time trained teachers, a pre-designed curriculum, use of primers, supplementary readings and supply of some equipments and materials, followed by a system of evaluation. Such classes are organised by state departments of Education, Municipal Corporations, Panchayats and other agencies as a part of their social or adult education activities. If the bureaucratic procedures in supply and services, supervision, and technical guidance to the workers, are taken care of, such classes could be valuable. Literacy House, Lucknow, has successful experience of organising such classes.

(v) *Functional Literacy* :

The concept of literacy has undergone changes. More literacy or skill in three R's is now not considered enough. Literacy is supposed to be a means to an end. The level of literacy skill need to be developed up to the level which renders its application in every day use possible and thus prove to be functionally effective. UNESCO has emphasised this concept of functional literacy and is helping countries who have initiated such projects of functional literacy on pilot basis. In India, an integrated project known as Farmers Education and Functional Literacy has been initiated as a joint project of the Ministry of Food and

Agriculture, Ministry of Information and Broadcasting and Ministry of Education, Government of India. To begin with, it has started High Yielding variety crops in selected districts of U. P., Punjab and Mysore. More States have now accepted the pattern and are co-operating in the project being organised on systematic lines.

(vi) *Crash Programme of Literacy* :

It is another type of campaign basis on principle of 'Each one Teach one'. It is involving students, teachers and the educated volunteers to teach literacy skills extensively. Bombay City Social Education Committee is experimenting with such crash programmes for the city of Bombay.

B. Continuing Education :

Although there is statistical justification in giving major attention to the task of remedial adult education, it needs to be mentioned that adult education has functions other than remedial too. The idea that a man needs to educate himself not only during his youth but all his life and each age must be fully lived pervades the philosophy of continuing Education. The terminal concept of education that the bulk of knowledge and skill regained to solve problems in adulthood can be imparted in childhood and youth has become outmoded and is being replaced by the concept of continuing or life long Education.

The patterns of continuing Education are :

(i) *Vidyapeeths or Janta Colleges* :

Based originally on the idea of Folk High Schools or the Peoples High Schools conceived by N. S. F. Gruntrig, the great Danish educational reformer, Vidyapeeths or the Janta Colleges were established as residential schools for young adults. The purpose is to give a good grounding in liberal education with rudiments of vocational education to a selected group of Young adults so as to help them assume leadership responsibiiities in villages. Mysore State Adult Education Council has a network of such vidyapeeths in the state. Based on near similar lines but on rather smaller scale, Janta Colleges were also developed by certain states. Some of these Janta Colleges have assumed other functions of adult education too.

(ii) *Condensed Courses for women* :

Under this pattern women who had terminated their schooling without completing a recognised level of qualification are coached and prepared to qualifying examinations. These courses help women to qualify and thereafter get training to be a worker, a midwife, craft treacher, or a teacher in a village school. The Central Social Welfare Board gives Grant-in-aid to educational and social welfare agencies working among women both in rural and urban areas.

(iii) *Adult Schools* :

These are the regular schools organised for working adults in evenings or forenoons. In cities, such schools have proved an asset to the working adults, specially those who had to leave school earlier to enter the struggle for life.

(iv) *Professional Continuing Education* :

Much of the professional continuing education is provided by the professional associations in the form of occasional conferences, seminars, publication of periodicals or professional journals and other materials. Alumni Associations, similarly, have come up to do part of such professional upkeeping.

To give more organised opportunity for professional continuing education, a new pattern is being developed by the Department of Adult Education, University of Rajasthan at Jaipur, in the form of building up a Continuing Education Centre.

(v) *University Extension and Departments of Adult Education/Continuing Education* :

With the realization that the universities, colleges and such seats of learning have a role to serve communities, many academic institutions began to develop this extra-moral pattern of adult education to teach the newly discovered knowledge to the adult communities in the area they are located. Originally this developed as the social service activity of the university and later began to be called Extension Programme. In their better organised form these programmes developed into Department of Extension, Department of Adult Education, or School of Continuing Education. Purposive and well planned series of extension lectures are an effective way of continuing education when knowledge is of interest and value to wider public.

(vi) *Summer Schools* :

Summer Schools, especially for teachers and lecturers in various subjects are becoming very popular. These are being organised by some of the universities with grants made available by the University Grants Commission and the National Council of Educational Research and Training.

(vii) *Correspondence Courses* :

The correspondence courses, which are variously known as 'Postal Courses', 'Home Study Courses', have been organised effectively by commercial agencies, states and universities. The roaring business that some of the commercial agencies are making out of such courses indicates

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response has been the right one. The items are so skilfully arranged as to take the student from responses he already knows, through new responses he is able to make because of other responses he knows, to final responses, and to the new knowledge it is intended that he should command.

In a country desperately short of teachers, programmed instruction could be a good device to multiply good teachers. To the adults with unusual motivation to learn, it can be a test for self-learning.

In India, efforts to popularise programmed instruction have been made by the department of psychological foundation of the National Institute of Education and National Council of Educational Research and Training. Literacy House, Lucknow is planning to apply Programmed Instruction in the field of adult literacy and adult education in the

(ix) *Libraries* :

Libraries are considered to be the best means of continuing education. To reach the knowledge through books, various systems are adopted such as organization of public library and reading room services, mobile libraries, (Bell bicycle libraries, Camel back libraries, and information centres).

C. Workers Education :

With the industrial growth and development, need to provide educational and training opportunities to workers is getting special attention of state, employers, trade unions and Labour Welfare agencies. Like in developed countries, universities and colleges have not come forward to share their responsibilities in educating the workers. Workers' education being an educational endeavour should have a place in the adult education system of any country. Apart from the Literacy work which is carried out by various agencies working for workers, the workers education patterns that exist in India are :

(i) *Workers' Education* (*Trade Union Oriented*) :

The Government of India has set up for the education of industrial workers an autonomous structure in the form of Central Board of Workers Education at Nagpur. The emphasis in the programme is largely on trade union oriented subjects plus the elements of liberal and social education. It is a three tier system where training to the selected Education officers is provided by the Board. These officers in turn organise through the Regional Workers' Education Centres training for worker-teachers. The worker-teachers organise training at the unit level classes on a part-time basis in the premises of factories. The curriculum of the training is predesigned and approved by the Board which is represented by the interest of Trade Unions, Employers, and the Government.

(ii) *T. W. I.* (*Training within Industries*) :

On the assumption that real learning takes place on the job and the shop floor of the plant, many employers have developed a pattern of training the workers within industries so that they conform to the skill required of them and develop efficiency for enhancing the productivity.

Another form of on the job training is provided under the Apprentices Act, under which certain industries are obliged to train a specified number of workers on the job.

(iii) *Polyvalent Centre* :

As against an isolated programme stressing a single content area of need of worker, a polyvalent approach is being adopted to provide an integrated education and training to a specific group of workers according to their needs, inclinations and interests. Polyvalent centres are being established in India by the Adult Education Department of the National Council of Educational Research and Training. A Polyvalent Centre known as 'Shramik Vidyapeeth' is an institution providing polyvalent (many-sided) education, and training to workers in industry, transport, hotels and restaurants, offices, homes and other organizations. The vidyapeeth, ascertains, systematically the educational needs of workers. On the basis of specific requirement, course curricula are designed in consultation with experts to offer part-time education and training in various fields such as—technical and vocational education, worker and his environment, education for family life and family planning, arts, culture and personal enrichment, job safety, domestic and personal services, general remedial adult education, secretarial services and business education, language courses of functional value, supervision and human relationships, local National and International understanding, courses for the aged, penisoners and retirees.

The courses are organised at the factory premises, trade union buildings, schools, welfare centres and university premises, through informal methods. The courses are taught by the subject matter specialists engaged on part-time basis.

D. Mass Media Patterns of Adult Education :

Adult education programmes are being organised through such articulated media like T. C., Radio, and film. Agriculture T. V. organised for the members of rural youth clubs, Radio Rural Forums, Radio Listeners Forum, are the examples of adult education being organised through these media. In programming these activities universities, scientists, and professors, can contribute effectively. Similarly, use of films pertinent to a selected subject matter is of considerable value in adult education. Films on scores of subjects are available from the Central Film Library, Department of Audio-Visual Education, NCERT, New Delhi, and from Information and Regional Publicity Offices. USIS and the British Libraries also loan the films and maintain a catalogue of films.

Publication of general books of adult interests, issue of informative News Bulletin, putting up of exihibitions on particular themes *etc.* could also be effective programmes of adult education.

With the type of resources universities have it is always possible to select patterns of organising adult education which suits its policy and resources and fits well with its organizational structure. Patterns can be modified and improved on the tested evidence based on experience, research and studies.

trends in indian adult education

D.P. Yadav

Inauguration address at the Commonwealth Regional Seminar on Adult Education and National Development held at New Delhi in March 1974. Shri Yadav is Deputy Minister in the Ministry of Education, Social Welfare and Culture, Government of India.

new dimensions

Adult education has a very important role to play in modern societies. Educational workers in general and adult educators in particular, have to take notice of a number of very important and major developments which are influencing the pattern of their work. The growth of modern science has introduced in our lives the use of equipment requiring continuous acquisition of more information and knowledge about them, their upkeep and simple repairs. The ever rising flood of new knowledge brings in new concepts so that whatever one has learnt in school and college in one's childhood and youth, gets quickly outdated, and needs to be replenished. Events like the Green Revolution, or the High Yielding Crop Production Programme, required new knowledge, know-how and modified attitudes from millions of farmers. Advances in technological and specialised skills have brought in new techniques of production and management and have created new types of jobs; and what is more important, these developments have changed the nature of old jobs necessitating continuous need for training and retraining. The breakdown of traditions and customs has resulted in lack of understanding and conflict between the outlook of the old and the new generations. Acceptance of parliamentary democracy and democratisation of cultural life have involved the common man in the deliberative and decision-making processes. There is a large scale movement of population all over the world from rural to urban areas, from region to region, and from country to country; in all such cases, the social, emotional and economic adjustment will be easier if the mobile citizen came to the new environment intellectually and mentally prepared to learn new ways of living, thought and practice. These are some of the major considerations which have added new dimensions to the role of Adult Education.

A very significant programme of adult education would be the liquidation of illiteracy. In spite of the efforts made in the past two decades or even longer, world literacy today is only around 35% and the number of illiterates stands at the staggering figure of 783 million. No human progress or social and economic egalitarianism worth the name is possible so long as this situation is allowed to continue. Human justice and wisdom demand that this gap between the two zones in human society be bridged with a sense of imperative urgency.

The ideals, objectives and goals which people and governments strive to achieve get directly reflected in the ways in which information, education and training are transmitted to innumerable adults—men and women, workers and farmers, literates or illiterates, young and old, school drop-outs or those out-of-school. That is why programmes of adult education developed in one country are of great interest and advantage to others.

I would like to highlight a few major trends in our educational practices and orientations, which augur well for adult education in the future. If these efforts yield anticipated results, we can look forward to some decisive modifications in our educational policies and practices.

increase in financial allocations

First of all, there is a substantial increase in financial allocations for educational activities outside the formal system. While the Fifth Five Year Plan is providing large additional amounts for all educational areas, an increase of more than 400% has been provided for in the areas of adult education, as compared to the Fourth Plan. Although in absolute terms, this is still modest, the increase shows that at the policy making levels, there is a growing concern about providing educational facilities for out-of-school youth and for adults. It goes without saying that we have to ensure the efficient use of these financial allocations.

1.8 D. P. Yadav, "Trends in Indian Adult Education," Indian Journal of Adult Education, April/May 1974, p. 3-5

coordinated effort

Secondly, there is a noticeable change in the traditional attitude towards the relative roles of governmental and non-governmental agencies in education. Too long has the system suffered from a rigid division of responsibilities which held that government's domain of operation was mainly in the area of formal education, while non-governmental voluntary organisations have to make the bulk of the effort for out-of-school education, notably for adults. But now it is being increasingly realised, especially among policy makers and educationists that adult education can no longer be kept isolated from the general stream of education either in content and philosophy or in the agency implementing it. For, adult education in its fullest meaning of life-long and continuing education has become so varied and complex that it needs to be developed by all those who can make some contribution. Unless all organisations, institutions and agencies which have contact with and responsibility for the adult population join forces, the task of adult education cannot be organised comprehensively and successfully. Various government departments, developmental and employment agencies, farmers associations, schools and universities, employers and employees, trade unions and clubs, all have to lend a hand in this effort. The big task ahead of us is therefore, to mobilise and coordinate all potential agencies and resources in this programme.

non-formal and part-time education

Thirdly, the concept of the educational system is itself undergoing a major, if subtle, change. As in many countries, the Indian educational system was hitherto almost exclusively designed for instruction in full time institutions, served by professional teachers, open only to those who could afford the leisure and money to devote one part of their lives exclusively to institutionalised education. It totally ignored the vast majority of the population which could not take advantage of the system under these terms, and had no alternative service available. It was inevitable, in these circumstances, that educational institutions moved more and more away from community contact, that educational content by and large lost relevance to collective and individual needs, and that the working population had little chance of combining work and continuing education. As the Special Committee which recently studied this problem observed: "The present educational system in the country is broadly a single-point entry, sequential, full-time system of institutional instruction. It is essential to transform it into a new system in which there would be opportunities for multiple lateral entries at several points and in which all the three channels of instruction—full-time, part-time and self-study—would be integrated in an appropriate fashion and would have equal status". This means a big change, and if realised, will signify a major metamorphosis in our educational enterprise.

The first steps have been taken to build in our Fifth Five Year Plan non-formal educational facilities at all stages at the *elementary stage*, the multiple entry and part-time programmes; *for out-of-school youth* : non-formal programmes for the age group 15-25; *at the secondary stage* : part-time classes in secondary schools for those who are already working, examination facilities for private candidates and correspondence courses: *at the university level* : the establishment of an Open University at the national level, and provisions of facilities for correspondence education in at least one university in each State ; *for adults* : a variety of non-formal programmes, according to their needs. The acceptance of these concepts, and the provision of a legitimate place for them in the national system, is a gratifying departure from the traditional approach, which had, any way, proved out of step with our changed needs and circumstances.

link with development programmes

Fourthly, there is a visible trend to link the programme of liquidating adult illiteracy with development schemes and programmes. In other words, it is an effort to find a correlation between economic and social objectives and educational inputs. What it means in practical terms is that an educational "component" is integrated with developmental schemes as for example with agricultural production, development of family life education programmes etc. The first step in this direction has been made by the Farmers Functional Literacy Programme which is jointly operated by three ministries of the Government of India, namely, Education and Social Welfare, Agriculture, and Information and Boardcasting. Functional Literacy in India has a dual role to play. As an integrated component of the joint project, it acts as a service programme in so far as it helps to improve the efficiency of the farmer in the programme of agricultural production. At the same time it is linked with the World Experimental Literacy Progamme of UNESCO and herein it assumes the role of an experimental project. Evaluation studies of the impact of the Functional Literacy programme have shown some positive results

They have revealed that the programme of Functional Literacy has developed literacy skills of varying degrees of utility, disseminated knowledge of improved agricultural practices, speeded up the adoption rate of these practices, and effected certain changes in attitudes. There is also abundant evidence to indicate that the Functional Literacy training has a positive influence in making an impact on agricultural knowledge and adoption of innovations. A start has already been made to try out the same principle in other areas. Educational "components have been built into programmes of child-care, family life and family planning as well as in several employment schemes. Step by step we are moving closer to the view that mere literacy (that is, the knowledge of 3 R's) is not enough. Unless the programme of literacy or adult education was integrated effectively with the plans of economic development, the aim of removing poverty will not succeed. All programmes of development should have at least a small portion of their financial provision earmarked for training in skills and literacy.

youth involvement

Finally, a major innovation is the emphasis on education of non-student youth, particularly the out-of-school ones in the age group of 15-25. This group of youth is usually neglected, or receives marginal place in educational activities of many countries. As we know from experience, enrolment of a child in elementary school does not signify much unless the system can hold him until a certain stage of attainment. As of now, more children drop out on the way, than reach the end of primary school. Out of 90 million youth in the age-group 15-25, about 47 million are illiterate, and 20 million are semi-literate. Until recently we had no programmes or institutions to take care of their special educational or professional needs. Recently, however, we have taken up a programme of non-formal education, including literacy, for these young persons, developed round a group of new institutions called the Nehru Youth Centres (Nehru Yuvak Kendras), which are being established one in every district of the country. There are already 94 Kendras in existence. The aim of these youth centres is to bring education closer to community life and needs, to provide constructive channels for the fulfilment of individual and group aspirations, and to create opportunities for youth to participate in community work, and in development and decision-making processes. These centres are primarily designed to organise out-of-school education for youth, with special emphasis on literacy and non-formal education covering current topics, trade policies and economics, civics and general science, skills and agricultural improvement, health and family life. The Centres also provide facilities for creative activities through youth participation in the performing arts, especially folk dance music and theatre, for organised sports and physical education, and for constructive use of leisure time. In other words, it is a programme of participation by the youth, for the youth, for the optimum exploitation of youth potential, and for youth development.

These are some of the major innovations in the Indian educational scene. One thing is obvious: adult education in this widened perspective is an uncharted sea. It is a field where many innovations will have to be tested, evaluated and tested yet again, as we go along. What is of crucial importance to any measure of success in this effort is a spirit of intense dedication, courage to adopt unorthodox methods, flexibility, and vision.

Adult Education And National Development

Concepts and Practices in India

INTRODUCTION

It is universally acknowledged that education is an essential component of development, that developmental objectives cannot be fully achieved without education, and that education in turn is influenced by developmental processes.

Nevertheless, the inter-relationships between society and education are far more complex than they were assumed to be in the past. The contribution of education to the achievement of socio-economic goals is not easily measurable or identifiable. Nor does education contribute in all circumstances to development. In fact the concept of 'development' itself has undergone a change and several of our traditional views about it are now being questioned.

The old ideas of transferring 'society models' from one part of the world to another, of backward countries 'catching up' with advanced countries, or of 'bridging the gap' between the so-called developing and developed nations—are no longer valid.

In a recent conference on cultural policies, held in Jakarta, representatives of Asian countries declared : "......that economic development should aim at enrichment of human life by bringing material, spiritual, social and individual values into harmonious balance...... that the achievement of a high level of consumption is not always a guarantee of cultural vitality... ... that the attainment of a humane society is the ultimate objective of all cultural developments...... that the collective self-realisation and the authentic liberation of peoples is the quintessence of the humane society...... that the inner life of man is an essential foundation of the cultural achievements of Asia......".

In the light of such objectives and orientations, education also needs to be modified and enriched with new goals, so that it may contribute to the self-realisation of peoples, to the liberation of man and opening up of new perspectives. Education in general, and adult education specifically, is now expected to bring millions of young people and adults into the main stream of the struggle to discover and build the future of nations. This, it seems, is the basic task for adult education in the light of direct and indirect correlations between development and education.

.9 Directorate of Adult Education, Adult Education and National Development, Concepts and Practices in India, New Delhi, Ministry of Education and Social Welfare, June 1974, p. 1-40

PAST ACHIEVEMENTS

1. Adult Education : A Long Tradition in India

Adult education has had a long history in this country. We had evolved, over the centuries, several interesting forms of non-formal adult education so that an average Indian, who may have been illiterate for lack of access to formal education, was still a man of culture and character. It is true that this non-formal system had its own weakness : it made people excessively tradition-bound, and restricted social mobility. But it also had its own immense strength and vitality which it would be wrong to ignore.

In the last 150 years or so, this tradition was neglected as a result of the over-emphasis that came to be placed on formal education. Nevertheless, some efforts in favour af adult education in its modern meaning had evolved much before Independence. The work was largely confined to adult literacy and provision of libraries as a follow-up. Cultural agencies added a recreational dimension to this programme, though the two streams proceeded side by side as distinct entities. The great day for adult literacy, with which adult education was synonymous at the time, came with the assumption of power in the provinces by the Congress. Mass campaigns were launched, encompassing towns and the countryside. The net result of this movement, however, was not significant. The education system of India continued to emphasise formal and institutional modalities for full-time learners and neglected the need of youth and adults who were outside the formal educational system. This imbalance between formal and non-formal education is now sought to be corrected, and we hope to evolve over the next ten years new forms of adult education more suited to our needs and aspirations which will revive the traditional forms that still have relevance and blend them with new and more powerful techniques of formal and non-formal education, mass media and educational technologies.

2. Adult Education : Broadening of Concept

It was but natural that immediately after independence the problem of mass illiteracy should have been one of the first to attract the attention of Indian planners. The First Five-Year Plan recognised that democracy would not take root in a situation where nearly 80 per cent of the population was illiterate. The Second Five-Year Plan went further and stressed the link between democracy, development and education. It declared that "rapid social and economic progress along democratic lines and wide-spread illiteracy are scarcely compatible with each other".

As early as 1949, a decision was taken to designate 'adult education' as 'social education' because the latter term signified more appropriately the broadened concept of adult education which included civic education, cultural and recreational activities, literacy work, library development, development of folk arts, etc. Social education thus became a comprehensive programme of community uplift through community action. It was, therefore, closely integrated with the programme of community development blocks and extension services. The programmes of social education included community centres, youth clubs, women's organisations, adult literacy centres farmers' groups, recreation centres, literacy training, etc. The funds for social education were also provided within the community development programmes. The programme achieved a measure of success in several areas and in some sectors. But, on the whole, it did not receive sufficient resources and was not supported by adequate organisational and administrative set-up.

The subject came again into focus when the Education Commission (1964-66) examined the entire spectrum of education in relation to national development and observed that illiteracy was inconsistent with an age of scientific and technological progress and emphasised the need to liquidate illiteracy and to provide facilities for continuing education. The Commission went on to state that conventional methods of hastening literacy were of poor avail, and if the trend was to be reversed, a massive unorthodox national effort was necessary.

The urgency to liquidate mass illiteracy for achieving developmental goals was also reflected in the Resolution on the National Policy on Education, issued by the Government of India following the Commission's Report :

> "The liquidation of mass illiteracy is necessary not only for promoting participation in the working of democratic institutions and for accelerating programmes of production, especially in agriculture, but for quickening the tempo of national development in general. Employees in large commercial, industrial and other concerns should be made functionally literate as early as possible. A lead in this direction should come from the industrial undertakings in the public sector. Teachers and students should be actively involved in organising literacy campaigns, specially as part of the social and National Service Programme."

Thus, the conceptual framework of adult education came to reflect two major concerns : the magnitude of illiteracy among adult population, and its effect on the nation's social and economic development.

Some good literacy programmes came to be organised, such as the Gram Shikshan Monim (Village Education Campaign) in Maharashtra through which several hundreds of villages were made entirely literate at a very low cost through the voluntary effort of the people. But on the whole, approach to the problem of illiteracy was to rely more on extending primary education than on direct literacy campaigns among adults.

Commendable achievement has been registered in this sector. In 1947, only one child out of three in the age-group 6-11 was enrolled and only one out of 11 in the age-group 11-14. At present, 4 out of 5 children in the age-group 6-11 are already in schools and, in the age-group 11-14, two children out of five have been enrolled. By the end of the Fifth Plan, we expect to provide for almost universal education in the age-group 6-11. In the age-group 11-14, universal enrolment is expected to be achieved by the end of the Sixth Plan. To achieve this, it is proposed to adopt vigorous measures such as multiple-entry and part-time education for the age-group 6-14 to ensure that the contribution of primary education to adult literacy would be substantially larger.

At the same time, some major attempts have also been made to further widen the concept of adult education and link it to some of our major developmental and productive activities. Illustrative of these efforts are the agricultural extension services aimed at upgrading the farmers' competence in adopting improved agricultural practices; family planning education which was launched on a country-wide basis for promoting a long-term programme of population education and control; mothers' education in child care, nutrition and family life; programmes for educational development of workers in urban settlements; programmes for the upgrading of skills of the labour force and the building up of management cadre; promotion of a network of rural libraries to provide a channel for distributing reading materials for literates; the use of mass media, particularly the radio and the television for adult education programmes in general and for agricultural and family planning education in particular; the highly organised continuing education programmes of the Indian army for its personnel; and adult education programmes at the university stage, etc.

In all these various fields, a large number of traditional, ongoing or innovative and experimental programmes have been undertaken. The experience gained in them has contributed materially to the enrichment of the programmes of adult education and has also helped in reshaping and formulating further programmes.

3. Some Significant Adult Education Programmes

India as a geographically vast and socio-economically heterogenous country, has varied experiences in adult and out-of-school education for youth. A few of them could be mentioned since they will probably influence future programming

(a) The Farmers Training & Functional Literacy Project

This is an inter-ministerial project implemented by the Ministries of Agriculture, Education, and Information and Broadcasting in the selected High Yielding Varieties districts in the country.

The project is based on the concept that there is a direct correlation between physical and human ingredients in agriculture, between inputs and the upgrading of human resources. It is an integrated, multi-faceted approach to the "Green Revolution", the main goal of the scheme being to support and strengthen the basic national objectives : self-sufficiency in food, increase in crop production, and growth of agricultural productivity. It is an attempt—and a first one on such a scale—to put educational activities directly in relation to one of the major development purposes. In that sense, in the field of adult education, this was a real educational innovation. It means that functional literacy is much more than literacy, that it is a method of training for development purposes. It represents a comprehensive non-formal educational programme and an opening to continuing education.

There are three components in the project : *Training of Farmers* (through Farmers Training Centres, demonstration camps, young farmers groups etc.) *Farm Broadcasting* (strengthened by farm forums, discussion groups etc.,) and *Functional Literacy Courses* (implemented through a network of 60 groups of farmers in each of about 100 districts all over the country).

An integrated and innovative programme like the Farmers Training and Functional Literacy needs an efficient administrative and coordinating machinery. Recognising this factor, coordinating committees of representatives of the three ministries concerned have been set up at all levels—national, state and district and sometimes even at the block and village levels.

The implementation of this project required new teaching and reading materials : some have already been prepared and published, such as primers for functional literacy groups in the major languages and supplementary reading materials.

Evaluation studies have shown that the Farmers Training and Functional Literacy Project is basically a sound concept, that it receives positive public response ; that it helps in the search for new educational solutions, that it makes a direct impact on learners and that the farmers made functionally literate more readily accept new agricultural practices. This is not to claim unmitigated success. In a programme which demands highly coordinated effort at various levels from the

Centre to the village, many financial and administrative problems are bound to arise. The main problems have been (i) the lack of synchronization of effort and methodological approach; (ii) the lack of continuity in the orientation and training programmes for group leaders; (iii) the lack of coordination between targets and the supporting services; and (iv) inadequate feed-back from experience into the programme.

In spite of these deficiencies, the project is at the present time the largest all-India educational programme for adults. Its results, although partial and far short of targets, have proved the validity of the programme, although much greater effort should be put into it more imagination brought to bear on it, and larger human and material investment continuously channeled into it in order to make it reach its full stature.

Based on the achievement and experience gained, the Fifth Plan proposes to (1) extend the functional literacy component to cover a total of 175 districts; (2) reach a target of about 1.3 million farmers to be brought under the programme; (3) extend the project to areas other than those covered under the High Yielding Variety Programmes such as dry land farming, multiple cropping, and small and marginal farming areas.

(b) Use of Mass-media for Adult Education

Teaching and learning being separate acts, invested in separate persons, communication between teacher and learner have often to take place across distances. Any person, no matter how poor and how remotely situated, or how socially disadvantaged and how educationally unprepared, can be in communication with the teacher, if there is an effective communication system.

Mass media have been assuming an increasingly important role the world over in adult continuing education, in serving the varied needs of the individual for adjustment and fulfilment. Its use in India for direct educational purposes has been limited though progressively increasing.* The media units of the Ministry of Information and Broadcasting undertake programmes which promote adult literacy drives as part of their normal information and publicity effort. The Radio has also been used for experimental purposes in programmes such as the 'Radio Rural Forums' with a good measure of success. The Farm & Home Units of the All India Radio, broadcast a few programmes of interest to farmers only. Further, talks are frequently held on other topics of interest to adults. Cultural items are also put up frequently. Similarly, television was tried to present programmes of social education in Delhi and is currently being employed for dissemination of agricultural information to farmers of Delhi through a popular programme of "Krishi Darshan" (Agricultural Television) telecast thrice a week for half an hour. A large number of documentary and a few feature films have been produced by governmental and non-governmental agencies generally for pre-literacy and motivational purpose. The experience of using other media like the press and visual aids such as posters and charts for adult literacy and adult education work has been rather limited.

Growth of Different Mass Media

(Refer Page 7)*

S. No.	*Different Mass Media*	*1960*	*1970*	*Percentage growth 1960-70*
1.	Newspaper & Periodicals	8,026	11,036	37.5
2.	Broadcast Receiver Licenses (Radio)	21,42,754	118,36,653	452.4
3.	T.V.	*250	24,833	9833.2
4.	Feature films	324	396	22.2
5.	Censure certified short films	628	1,227	95.3
6.	Documentary newsreels	639	1,146	79.3
7.	Short films	504	1,199	137.8
8.	Feature films (Children)	8	70	775.0

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* Figures relate to 1971.

Some lessons which could be drawn in regard to the use of modern media are:

(i) The mass media have to be supported by a local leader who has capacity to assimilate the information, vivify it for the listening group and conduct a discussion on it.

(ii) The radio and T.V. lessons should also be printed and sent to the group to assist retention and reference.

(iii) The radio and T.V. should have arrangements for receiving and answering questions which may arise out of their lessons.

(iv) The group should meet regularly so that the link is not broken.

(v) The timing of the broadcasts and telecasts must be suited to local conditions. So should their subjects, which should be explained in terms of the local situation.

(vi) The media should be controlled by the State. Otherwise the net result will be exploitation rather than education of the adults either through cheap entertainment or false advertisements which will elbow out the educational programmes.

In the coming years, satellite communication will become one of the most important factors in Indian society in general and education in particular. Perhaps the most important question before the educator is whether we would be able to use this media for worthwhile progress of education and technology development. It is imperative that the revolutionary potential of satellite communication is fully understood and used wisely and effectively for educational purposes.

While planning for the use of satellite communication system for adult education, one may have to consider staffing in respect of (i) the programme, including persons responsible for selection of programmes. persons who will direct the programme and persons who will appear in them; (ii) the organisers of the tele-clubs and those responsible for making other listening arrangements, including members of Panchayat, school teachers, factory management etc.; (iii) technicians, right from those responsible for telecasting up to the repairers; and (iv) government functionaries at all levels concerned with the use of this communication media.

(c) Development of Library Services

As a necessary support to the programme of adult education vigorous efforts are needed for development of library services. An important step in this direction has been the enactment of public library legislation in four States, namely Tamil Nadu, Andhra Pradesh, Maharashtra and Mysore. Other States, which at present have comprehensive grant-in-aid rules for establishing such libraries at different levels, are also contemplating to enact public library legislation, largely on the lines of the model Bill for Public Library Acts drawn up by the Working Group on Libraries appointed by the Planning Commission.

A recent development in the field of library services is the setting up of the Raja Rammohun Roy Library Foundation. The main objective of the Foundation is to strengthen and promote establishment of a country-wide net-work of libraries through which it will be possible to carry to all sections of the people, new information, new ideas, and new knowledge. The Foundation which came into existence in May 1972 has in its first phase taken up the programme of strengthening district libraries, including those at the Nehru Youth Centres. The total number of libraries being assisted is about 500.

(d) Contribution of Voluntary Organisations to Adult Education

Prior to Independence, voluntary organisations were practically the only agency in this field, and the dedication of their workers achieved appreciable results against heavy odds. After Independence and with the advent of planning, it became a definite governmental policy to encourage voluntary organisations playing an even larger role in this area, and encourage support to those organisations which have their root among the masses and are motivated by genuine public concern. These organisations have a special role in carrying out pilot projects, research and investigation; in literature production; in working with special groups where a high degree of dedication is called for; and in establishing liaison with the people and mobilising local support. The special need of such organisations is to build their dedicated workers into technically competent people. They also need assistance in project formulation and evaluation.

(e) Adult Education in Urban Areas

Although the rural population and its social, economic and educational needs are dominant for adult education, the urban population in a country like India is by no means small. In fact, India's predominantly rural character conceals a rapidly accelerating growth[1] of dimensions as have led urban India alone to be ranked "among the biggest countries of the world"[2]

Greater Calcutta, if its municipal boundaries are more realistically drawn, is as big as New York or Tokyo. Apart from their size, the urban areas command attention by virtue of their being the seat of economic and political power as also of concentrated poverty and squalor, with their volcanic possiblities.

Therefore, another area where we have built up some experience is the education of industrial workers. With increasing industrialisation, need was felt for educating industrial workers about their roles and responsibilities in society, industry and their unions so that genuine trade union leadership could emerge from among themselves. For this purpose, the Ministry of Labour set up a Central Board of Workers' Education in 1956, which has been organising training of education officers, trade union officials and worker-teachers, and holding classes for the rank and file of workers. The Board has trained over 1.7 million workers from over 5,000 enterprises. These courses have generated a general consciousness in the working class and added to their understanding of the trade union movement. The reaction of the employers and union leaders has been mixed as was to be expected. While some have appreciated the programme and cooperated with the government, others have vehemently opposed it—trade union leaders, who see in it a potential threat to their leadership, and the employers, who feel that the worker becomes extra conscious of his rights.

The Ministry of Education, side by side, carried on an experiment of broad-based social education of the workers with the object of stimulating a desire for knowledge in the working class, providing facilities for general education, arousing a sense of social and civic responsibility and providing wholesome reaction. The institutions were set up for the purpose —one at Indore in 1960 and another at Nagpur in 1968— which were evaluated in 1970. The main lesson was that these institutes should base their programme on clear identification of the needs of the workers and should also cater to the needs of other than industrial workers.

Other experiments in this direction were the opening of Centres—variously known as Social Education Centres, Community Centres, and Labour Welfare Centres—in urban or industrial complexes. These centres were expected to provide a wide spectrum of activities of educational, cultural and recreational nature for men, women and even children. Adult education including literacy, libraries, reading rooms and craft classes was to be basic component of the programme. In actual practice, however, their main emphasis very often remained only on cultural and recreational activities.

(f) Polyvalent Adult Education Centres (urban based)

Out of these various experiments has emerged what is being known as the "Polyvalent approach" and the "Polyvalent Centre", which seems to hold considerable promise. The polyvalent centre is based on the principle that the adult worker should have continuing access to education and training throughout his working life ; that persons should be accepted at the educational level they are, and taken to the level they can possibly reach ; that this education should be functional, integrated and tailor-made to meet each individual's specific needs ; and that the programme should be need-based and problem oriented. The centre is primarily intended for working adults in urban and industrial areas.

The problems existing in urban areas and raised by urbanisation are legion. Those whose solution can be assisted through adult education efforts are broadly five : economic ; health, nutrition and family planning ; citizenship training ; recreation ; and those pertaining to education and culture.

The economic problem pertains to the provision of guidance services and training and placement facilities for those wanting to enter employment, change their jobs or improve their job performance. These services are needed at all levels—from the lowest job sought by a migrant slum dweller to the additional competence sought by those in the senior-most positions. The need for such services is heightened by the

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1. "The 1971 Census has once again highlighted the growing phenomenon of urbanisation as an inescapable feature of a developing economy. During the decade 1961-1971, whilst the overall population grew by 24.99 per cent, the urban population increased by 38 per cent. The increase of towns with a population of 1 lakh and above was 49 per cent. During the four decades 1931-71, the urban population in such towns has increased six-fold, namely, from 9.5 million in 1931 to 57 million in 1971 and with a corresponding increase in the number of towns from 35 to 842" – *Draft Fifth Five-Year Plan*, Government of India, Planning Commission, 1974-79
2. Bose, Ashish, *Studies in India's Urbanisation 1901-1971*, Institute of Economic Growth, New Delhi, 1973, Tata McGraw Hill Publishing Company Ltd., Delhi p. 18

to bring together the prospective employers and employees, the desire for lateral and vertical mobility of the labour force, the rapidity of changes in technology and the need for frequent adjustment to it etc.

As regards health and family planning, the problem relates to the proper use of very inadequate community services provided ; quick and informed response to the hazards to the health of the community in the form of outbreaks of epidemics, selling of uncovered foods etc. ; knowledge of the nutritional value of different articles so that a balanced diet table could be constructed with a tight family budget ; knowledge of family planning ; awareness of the value of regular habits and exercise ; and knowledge of the supreme importance of and use of open spaces, which are the lungs of the cities.

The problems relating to civic training are very arduous and yet very essential. If closely packed human beings cannot live as a community and are not aware of and do not work for their common interests, they can only explode. As Bulsara[1] says, "the immigrants to the city come with their class, caste, language and religion-wise aggregation" or segregation, and "there is no effort at the city to enlighten" them in the ways of adjustment to the urban way of life and integration or assimilation into the civic community". It is this absence of community life and community sense in the cities with their size, their speed, their heterogeneity, their vast inequalities, their temptations and exploitation that breed violence and crime, and make the cities not only the seats of economic and political power but also the potential spots of volcanic eruption.

As regards recreation, the majority of the theatres, cinemas, clubs, games and sports etc. are beyond the means of the average citizen. And yet the pressure of his life badly needs such outlets and relief.

The need for non-formal educational facilities outside the regular educational system is therefore an urgent necessity for urban citizens and workers, for people wanting to improve prospects, satisfy and diversify their interests, utilise their leisure profitably. One of the educational institutions aiming at the satisfaction of these educational needs is the polyvalent adult education centre (Shramik Vidyapeeth).

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[1] Bulsara, J.F. *Problems of Rapid Urbanisation in India* ; Popular Prakashan, Bombay, 1964, p. 128.

The first such polyvalent centre[1] was set up in the city of Bombay. The centre concentrates its energies and resources on helping those who are economically and educationally underprivileged. The educational and training programmes are diversified,[2] and are drawn up on the basis of the specific needs of particular groups of working adults as identified through a survey. These are held at a time and place convenient to learners ; and conducted in the language of the learners, whose background education should not be a handicap in taking advantage of this type of action-oriented and practical education. The curriculum includes a wide range of related subjects.

presented in an inter-disciplinary way, and aimed at the integrated development of the learner.

The Centre has been able to secure the support of industries, workers, and trade unions, who have provided material support as well as the use of machines and equipment for teaching-learning purposes. It works as an autonomous organisation with financial assistance from the Ministry of Education, Government of India, and technical guidance from the Directorate of Adult Education. It is managed by a committee of members representing industrial undertakings, education, business enterprises, municipal corporation, adult education agencies etc. In addition to a nucleus of full time academic and administrative staff, it draws from the part-time services of competent persons from various fields according to the requirements of each course. The expenditure on buildings and equipment for the Centre has been kept to the minimum. The courses are organised at different places, such as factory premises, school buildings, community centres, welfare centres, trade union buildings and other places which are made available on rent free basis.

The programme was evaluated after a year of its inception. In spite of the difficulties which a new approach of this type was bound to encounter in the beginning, the evaluation report said that the experiment had met with moderate success in achieving its aims. The report also suggested ways by which the centre could increase its effectiveness. These were to involve the workers' organisations and employers more effectively by taking up courses at their initiative; by drawing up the content in consultation with them ; draw up programmes after a very careful assessment of the felt needs of the participants ; and ensure that while the integrated character of the approach to the needs of the individual and the group might be maintained, the mixture of the felt need and the other needs to be met should be judicious so that the focus of the felt needs was not disturbed. The Centre has tried to improve its programme both qualitatively and quantitatively, There has been general appreciation of these courses as shown by the great demand for repeating the courses or developing new ones, since the courses directly contribute to increased efficiency and better wages. The generated interest has led the Government to decide to have a network of such centres established in various cities and industrial towns in the country during the Fifth Five Year Plan.

(g) Youth Involvement in Adult Education

There are two basic aspects of youth involvement in socio-educational activities : participation of youth in various constructive and developmental programmes ; and the organi-

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1. The term 'Polyvalent Adult Education' is used to indicate a multifaceted approach to adult education and the 'polyvalent adult education centre' is intended as an organisational structure distinctly for adult education purposes to provide a variety of "need-based" courses for the working population.

2. The range of courses offered is very wide from courses for effective supervision and management to quality control training; from courses for maintenance of departmental workers to auto-loom weaving ; from mechanical draftsmen to courses for cobblers ; from courses for boiler attendants to home nursing ; from conversational and functional English to training of office helpers ; from citizenship training courses to training for secretarial services, etc.

sation of activities for youth and by youth.

The first aspect is mainly taken care by the National Service Scheme meant for under-graduate students in universities and colleges. The members of the National Service Scheme participate in various constructive and developmental programmes and there is an increasing emphasis on the role of these students in the promotion of adult education programmes. This will be further strengthened in the coming years as it is strongly felt that every young man and woman who has had the privilege and fortune to receive the advantages of higher education should be required to make a certain number of adults literate and informed.

The second aspect is built around Nehru Yuvak Kendras, a programme that has come up in recent years in response to an increasing concern over the needs of non-student youth, hitherto largely neglected.

These centres have been established in 94 districts in the country and it is hoped that as the programme develops, every district in the country would be served by a youth centre. The primary objective of the centres is to organise various youth activities *for* the youth and *by* the youth. They attempt to offer facilities for non-formal education for non-student youth as most of them have been deprived of formal education ; to facilitate the attainment of some of the basic youth needs ; and to give youth opportunities to participate in and to contribute to community development.

A typical Nehru Yuvak Kendra normally organises its activities in five major areas :

(i) *programme of non formal education* for illiterate and semi-literate youth, for "drop-outs" ; for out-of-school youth, for youngsters growing up and becoming voters ; for young wives and future mothers ; for youth whose knowledge becomes obsolete in various fields ; programmes of science education and for strengthening the scientific spirit ; programmes of civic education ; etc.

(ii) *employment facilities, and promotion of self-generating employment* in cooperation with appropriate services ; preparation of youth for existing jobs ; training of unemployed youth and job seekers ; retraining of educated youth whose skills are not relevant ; identification of new employment facilities or of self-generating employment etc.

(iii) *social voluntary services by the youth to the community.* youth service schemes or voluntary youth work in various fields ; water supply and relief works ; anti-famine action ; vaccination ; sanitation measures ; irrigation ; pump repair ; road building ; adult education and literacy ; information to farmers etc.

(iv) *entertainment and leisure activities.* cultural and artistic programmes ; youth participation in performing arts, theatres, singing, dances, music etc. ; acquaintance with cultural achievements and values in different parts of the country, conducive to promote national integration ; search for and support to talent for folk arts and craft work; development of competitive sports and games ; promotion of physical education, mountaineering, camping etc.

(v) *youth participation in community life.* youth involvement in community problems, activities and search of solutions ; youth participation in the decision-making process ; involvement of youth representatives in managing their own affairs, their educational and recreational facilities, their welfare services, as well as in managing some larger community services ; development of the civic sense and the sense of responsibility ; etc.

These five areas are neither exhaustive nor exclusive, nor are they all organised in each Kendra. As the Kendras work among the youth of the community around, it is likely that new needs will be expressed for which new programmes will have to be devised.

It is too early to evaluate either the activities or the impact of Nehru Yuvak Kendras. But it is obvious that their programmes fit into the general framework of the new approach to educational endeavour, and that for its effectiveness, the programme content should be relevant to the community and should lead to democratisation of educational opportunities and attainments.

(h) Adult Education in Universities

With assistance from the University Grants Commission on a sharing basis. Departments of Adult and Continuing Education have been established during the last three years in selected universities. Eight universities have initiated the programmes already. This programme will be enlarged in the coming years.

The objective of this scheme is to assist the national literacy programmes by providing training courses for instructors, organising demonstration and functional literacy programmes; extending the benefits of intellectual leadership and facilities for continuing education to the community around;

enabling the individual adult to fill the gaps in his intellectual and professional equipment by providing credit and non-credit courses in semi-professional and professional fields; providing opportunities for updating the knowledge and competence of professional and specialised personnel assisting in the cultural and intellectual enrichment of community life; and undertaking studies and research in adult education with a view to developing it into a discipline in the universities.

Programmes to achieve these objectives are taken up by the Departments after preliminary survey of the needs of the community around the universities. Training and orientation programmes of short and long-term durations are organised. Departments also take up the production of necessary literature.

The Indian University Association for Continuing Education has been recently set up to provide a forum for the exchange of experiences and to generally stimulate larger interest among the universities.

These are some of the recent trends in practices and experiments which attempt :

- to correlate developmental objectives with educational practices;
- to put adult education in a position where it can contribute effectively to the achievement of socio-economic goals;
- to integrate the formal and the non-formal educational approaches;
- to reach out to a larger section of adults through educational programmes especially to the deprived groups of the population;
- to contribute to the equalisation of educational opportunities;
- to make the educational content more relevant to the learner's environment;
- to maximise the individual's freedom, initiative and participation in the learning process;
- and to relate education to individual and collective development.

From the broader perspective, these also constitute concrete steps towards continuing education as a major parameter of future educational policies.

A LOOK AHEAD

Education is the process through which human beings acquire understanding and mastery over the environment. It is a necessity though perhaps not a compulsory condition for civilised human existence. In relatively static societies, it was possible to impart all the needed skills, knowledge and attitudes through education over a fixed period of time. Traditionally this was how education was envisaged both in the East and the West—a period of education followed by a period of work. In modern times, however, with the dynamic changes that constantly occur in society and the continuing increase in knowledge, no education given is adequate for all time. Human beings have to be constantly renewing themselves through educational processes. The concept of life-long education has been developed mainly to meet these requirements. This concept has, however, acquired a new dimension and new urgency owing to the many new problems now facing the world. Life-long education (which emphasises adult education) is now the main answer which mankind has at its disposal to meet the new challenges before it. It is in that light that we have to look ahead at the development, of both concepts and practices, in the large area of adult education.

1. Adult Education : Some New Dimensions

Adult education has a very important role to play in modern societies. Educational workers in general and adult educators in particular, have to take notice of a number of very important and major developments which are influencing the pattern of their work. Adult education has to make important contributions to the solution of present challenges like : the increase in productivity and efficiency, as one of main preconditions for development; provision of greater employment opportunities and removal of poverty; the problem of inadequate food supply in the face of increasing world population; the problem of inadequate energy and mineral resources in relation to the requirements of mankind; the pollution and destruction of human environment, sometimes deliberately and more often unintentionally. The growth of modern science has introduced in our lives the use of equipment requiring continuous acquisition of more information and knowledge about them, their upkeep and simple repairs. The ever rising flood of new knowledge brings in new concepts so that whatever one has learnt in school and college in one's childhood and youth, gets quickly outdated, and needs to be replenished. Events like the 'Green Revolution', or the High Yielding Crop Production Programme, required new knowledge, know-how and modified attitudes of millions of farmers. Advances in technological and specialised skills have brought in new techniques of production and management and have created new types of jobs; and what is more important, these developments have changed the nature of old jobs necessitating continuous need for training and retraining. The breakdown of traditions and customs has resulted in lack of understanding and conflict between the outlook of the old and the new generations. Acceptance of parliamentary democracy and democratisation of cultural life have involved the common man in the deliberative and decision-making processes. There is a large scale movement of population all over the world from rural to urban areas, from region to region, and from country to country; in all such cases, the social, emotional and economic adjustment will be easier if the mobile citizen came to the new environment intellectually and mentally prepared to learn new ways of living, thought and practice. The ideals, objectives and goals which people and governments strive to achieve get directly reflected in the ways in which information, education and training are transmitted to innumerable adults—men and women, workers and farmers, literates or illiterates, young and old, school drop-outs or those out of school. These are some of the major considerations which have added new dimensions to the role of adult education.

2. Conceptual and Operational Consequences for Adult Education

We are now entering the period of the Fifth Plan (1974-79) which is crucial for the country's development, important for the further rethinking and reorientation of the education system in general, and for better conceptualisation and development of adult education in particular. The framework for all this rethinking has been set by the planners as follows :

> "Removal of poverty and attainment of self-reliance are the two major objectives that the country has set out to accomplish in the Fifth Plan. As necessary corollaries, they require growth, better distribution of incomes, and a very significant step-up in the domestic rate of saving ...... The pattern of production must lay emphasis on food and other articles of mass consumption. There must be massive employment generation...... It is also essential with a view to maximising the efficiency and productivity of vast numbers as well as to improve the quality of their life. It is necessary to establish liaison between the concerned authorities in industry and agriculture on the one hand, and those who run the educational establishments on the other...... Policies designed to improve distribution of income must include measures which lead to a better distribution of material property, especially land, improve substantially earning from labour through providing extensive opportunities for gainful work, and facilitate the process of formation of human capital especially in the deprived sections of our society through equitable sharing of public goods such as education and health."

There are two main issues in this context : (1) what are major trends in our educational practices and orientations, which augur well for adult education in the future ? and (2) what conceptual consequences for adult education flow from these objectives ?

First of all, there is a substantial increase in financial allocations for educational activities outside the formal system. While the Fifth Five-Year Plan is providing large additional amounts for all educational areas, an increase of nearly 400 per cent has been provided for the areas of adult education, as compared to the Fourth Plan. Although in absolute terms, this is still modest, the increase shows that at the policy making levels, there is a growing concern about providing educational facilities for out-of-school youth and for adults. It goes without saying that we have to ensure the efficient use of these financial allocations.

Secondly, there is a noticeable change in the traditional attitudes towards the relative roles of governmental and non-governmental agencies in education. Too long has the system suffered from a rigid division of responsibilities, which held that government's domain of operation was mainly in the area of formal education, while non-governmental voluntary organisations have to make the bulk of the effort for out-of-school education, notably for adults. But now it is being increasingly realised, especially among policy makers and educationists that adult education can no longer be kept isolated from the general stream of education either in content and philosophy or in the agency implementing it. For, adult education in its fullest meaning of life-long and continuing education has become so varied and complex that it needs to be developed by all those who can make some contribution. Unless all organisations, institutions and agencies, which are concerned with and have the responsibility in some form for adult education, join forces, the task of adult education cannot be organised comprehensively and successfully. Various government departments, developmental and employment agencies, farmers' associations, schools and universities, employers and employees, trade unions and clubs, all have to lend a hand in this effort. The big task ahead of us is, therefore, to mobilise and coordinate all potential agencies and resources in this programme.

Thirdly, the concept of the educational system is itself undergoing a major, if subtle, change. As in many countries, the educational system in India was hitherto almost exclusively designed for instruction in full-time institutions served by professional teachers, open only to those who could afford the leisure and money to devote one part of their lives exclusively to institutionalised education. It totally ignored the vast majority of the population which could not take advantage of the system under these terms, and had no alternative service available. It was inevitable, in these circumstances, that educational institutions moved more and more away from community contact, that educational content by and large lost relevance to collective and individual needs, and that the working population had little chance of combining work and continuing education. As the Special Committee which recently studied this problem observed : "The present educational system in the country is broadly a single-point entry, sequential, full-time system of institutional instruction. It is essential to transform it into a new system in which there would be opportunities for multiple lateral entries at several points and in which all the three channels of instruction—full-time, part-time and self-study would be integrated in an appropriate fashion and would have equal status." This means a big change, and if realised, will signify a major metamorphosis in our educational enterprise. In other words, non-formal education will receive a recognised status in the whole system of education and become integrated with formal ways of learning. Opportunities for non-formal education will be offered to learners of all ages at all stages. If achieved, this important change will be ushered into the very matrix of the educational system, and should serve the educational needs of the working population, in general, and the weaker sections in particular. This deeply affects the whole area of adult education but in fact goes much beyond that. The first steps have been taken to build into the Fifth Five-Year Plan, non-formal educational facilities at all stages : at the *elementary stage*, through multiple entry and part-time programmes; *for out-of-school youth*, non-formal programmes for the age-group 15-25; *at the secondary stage*, part-time classes in secondary schools for those who are already working, examination facilities for private candidates and correspondence courses; *at the university level :* the establishment of an Open University at the national level, and provision of facilities for correspondence education in at least one university in each State; *for adults*, a variety of non-formal programmes, according to their needs. The acceptance of these concepts, and the provision of a legitimate place for them in the national system, is a major departure from the traditional approach, which had, any way, proved out of step with our changed needs and circumstances.

Fourthly, since in the context of a democratic political order, a programme of social, economic and cultural development can be based only on the active participation of an informed people—emphasis has to be placed on programmes with a mass approach. The biggest and most innovative of these programmes is the one aiming at non-formal education of about ten million young people combined with their social involvement and participation in the community life and work. Although out-of-school education facilities should cover youth and adults irrespective of age, constraint of resources compels to make certain hard choices. It has, therefore, been decided to concentrate our immediate efforts on the age-group 15 to 25 for several reasons : the size of this age-group is itself substantial, being about 90 million or about 17 per cent of the total population, out of which more than half, i.e., about 47.6 million are totally illiterate[1], a large part of this group has to be prepared for employment, wider social participation, for work with improved technologies, for new agricultural practices, larger civic participation, increased family responsibilities etc.; it is this group which is largely deprived and neglected but which is also most alert, inquisitive, impressionable and capable of being inspired by ideas and ideals of service and commitment. In that respect it should be particularly underlined that a plan which attempts to cover a very large youth population has to improvise special staffing arrangements. What seems almost inescapable is to motivate and use the young people who have completed education upto a reasonable level of education and who can be called upon to serve as 'peer-groups' in an educational programme for their own age-groups. The concept of a peer-group needs to be understood. In one of his adresses, Julius K. Nyerere, President of Tanzania, said : "But as well as being student, we all have to be willing to be teachers. We have to be willing to teach whatever skills we have by whatever methods we can—by demonstration and example, by discussion, by answering questions, or by formal class-room work. If we all play our part, both as students and teachers, we shall really make some progress. I would like to remind you of the promise of TANU members, I shall educate myself to the best of my ability and use my education for the benefit of all."

An effort to convey the educational message to this vast age-group will call for extra-ordinary measures. Most of the educated persons in this age-group may have to work as volunteers. Broadly speaking, categories of persons who will be directly involved in this programme will be : (a) the educated youth who will serve as peer-group, including NSS volunteers, Shanti Sena organisers, members of Yuvak Mandals etc. ; (b) persons whose full-time responsibility is to work among the youth, including Nehru Yuvak Kendras, NSS Coordinators etc. ; (c) technical and other experts who will take care of the

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[1] Size of the 15-25 age-group vis-a-vis total population :

(Figures in thousands)

Classification	*Total*	*Male*	*Female*	*Rural*	*Urban*
Population in the age-group 15-25	90,598	46,689	43,909	69,156	21,442
Total population	545,495	382,422	263,731	436,892	108,603

Thus, this age-group comprises nearly one-sixth of the total population. As we know from experience, enrolment of a child in elementary school does not signify much unless the system can hold him until a certain stage of attainment. As of now, more children drop out on the way, than reach the end of primary school. Therefore, further analysis of this age-group reveals that about 47 million are illiterate and 20 million semi-literate. This includes the category who may be able to identify simple written words but cannot use their literacy in any fruitful manner and, therefore, have been treated as illiterate. The next category is of the drop-outs, being 28 per cent. This includes drop-outs who did not complete primary education as well as those who pursued post-primary education but did not complete their education. Finally, there is the category of pupils in schools, being 12 per cent (all types of formal educational institutions).

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content of the educational programme including those who will organise agricultural polytechnics, grameen vidyapeeths, etc. ; (d) leadership group who will work in a voluntary capacity, such as those drawn from the Panchayati Raj institutions, political parties, retired civil or military services personnel and others ; (e) administrative functionaries at the Panchayat, block, district, State and Central levels. Only with such a large moblisation of resources could an ambitious and innovative programme of this magnitude be impelemented.

Fifthly, adult education should be a built-in "component" in various development schemes in the rural areas. The success and impact of many development schemes depend on the level of involvement of human resources, of those who are both the agents and the beneficiaries of these projects. As the Fifth Plan says: "Past experience in the field of social education needs to be combined into an effective strategy which should optimise the use of available resources, mobilise community support and develop and exploit fully the potentialities of adult education for economic and social development. For this purpose adult education should be linked effectively with key national tasks like elementary education, health and family planning, agricultural extension, corporation etc." "It is proposed", the Plan goes on to say, "to integrate adult education with all development programmes where large masses are invloved as producers or beneficiaries, the agencies concerned should be responsible for organising adult education programme for their clientele." The Education Department will be assisting them by producing literature suitable for neo-literates. The adults will be motivated by linking adult education effectively, with their activities and interests. Various occupational and interest groups will be identified, "which are large and cohesive enough to allow for the organisation of a well-focussed programme of literature production." Therefore, several major developmental projects will make provisions for man-power training and functional literacy. In other words, it is an effort to find a correlation between economic and social objectives, and educational inputs. What it means in practical terms is that an educational "component" is integrated with developmental schemes. Such a functional approach is not only required for the economic and production-oriented programmes of agricultural and rural development but would certainly be beneficial to employment schemes, family life development, family planning, sanitation, irrigation and water use, cooperative, building, child care, cultural development social promotion, civic participation, etc. A start has already been made to try out the same principle in certain areas. Educational "components" have been built into programmes of child care, family life and family planning, as well as in several employment schemes. Step by step we are moving closer to the view that mere literacy (that is, the knowledge of 3 R's) is not enough. Unless the programme of literacy or adult education is integrated effectively with the plans of economic development, the aim of removing poverty will not succeed. All programmes of development should have at least a small portion of their financial provision earmarked for training in skills and literacy. In other words, adult education and adult literacy programmes will be diversified in their nature, linked with environmental needs, developed round the interests of potential clientele groups, differentiated in content and methods, and selective in approach. As will be evident, these programmes will represent an important element of a many-sided educational strategy.

Finally, adult education and adult literacy programmes would need to be developed for urban areas as well. Although the great majority of the Indian population lives, and will for a long time to come continue to live in rural areas, the size of the urban and suburban population, as well as the perspectives and problems stemming from urbanisation also deserve attention from the point of view of education, training and civic participation of urban adults. The current neglect of adult literacy and adult education in cities, towns, factories, industrial areas, slums etc., should be corrected early.

These are some of the major innovations in the Indian educational scene. One thing is obvious : adult education in this widened perspective is an uncharted sea. It is a field where many innovations will have to be tested, evaluated and tested yet again, as we go along. What is of crucial importance to any measure of success in this effort is a spirit of intense dedication, courage to adopt unorthodox methods, flexibility and vision.

Educational Needs and Motivation

At the core of any change lies the individual and for any effective progress, the individual needs to be changed. Education aims precisely to do this job, and adult education attempts to do this particularly for those groups of adults who have not had the benefit of formal schooling or for those who had such benefits but still require education to meet the needs of changing society. The task of adult education in the context of national development is, therefore, to devise an adequate and effective system of non-formal education to induce the requisite behavioural change.

There are some, however, who are of the opinion that in view of the availability of modern audio-visual and other media for providing information, it would be sufficient for example—to provide the basic facilities to the farmers such as, water, power, fertilizers, seeds, etc. and literacy and adult education are only marginal inputs in terms of increasing agricultural production. Such a view can prove to be extremely short-sighted. There is no doubt, that there are in every community a certain percentage of progressive and educated farmers who adopt innovative practices rather readily. But if substantial increases in agricultural production are required, it would be necessary to ensure that all farmers participate in development and not only the limited number of progressive and educated farmers. In order to reach the large masses of people who are illiterate or semi-literate, an effective programme of adult education linked to the requirements of farmers is a necessary part of any strategy for increased agricultural production. The educational input is as important as other inputs and in many ways even more significant from the long term point of view. For example, fertilizers, might be in short supply, rains might fail, agricultural research might not produce suitable new varieties, but once the farmers have been 'educated' in the true sense of the word, they would be able to meet the challenge that arise from such difficult situations. If our goal is to make farming community self-reliant and self-sufficient i. e. capable of meeting any eventuality without detriment to agricultural production, we have no option but to make use of adult education in a more effective manner than hitherto.

An ex-post facto study[1] of the impact of the Farmers Functional Literacy programme, undertaken in the distrct of Lucknow in 1970, has conclusively established the utility of the functional literacy programme in contributing to agricultural production. Three batches of farmers who had gone through the functional literacy programme were studied in comparison with the control group of farmers, who were similarly situated in all other respects, but did not have the benefit of the functional literacy programme.

The study has established not only the utility of the functional literacy programme but it has also shown us the process by which functional literacy becomes useful. It has also confirmed the assumption that the investments made in farmers training, agricultural extension, radio broadcasting and other measures can lead to greater results provided the farmers are made functionally literate. It has shown that adoption of improved practices is not a mere matter of technical competence or availability of facilities and resources. It requires basically an attitude of mind; a desire on the part of the farmer to improve his production and to add to his own welfare and to that of his community. There is enough emperical evidence (apart from logical premises) which conclusively establishes that returns of investment in agriculture could be increased many-fold provided there is an adequate programme of fuctional literacy and non-formal education.

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[1] *Farmers Training and Functional Literacy - A Pilot Evaluation Study*. 1972, Directorate of Adult Education, New Delhi.

Family planning is yet another area where evaluative studies have established the importance of literacy and education.

In correlating disapproval of birth control measures by educational level[1] the "All India Survey Report on Family Planning Practices in India" by the Operations Research Group, Baroda (1971) confirms that level of family planning at each educational level of husband when the wife was illiterate, was almost identical to the practices at the corresponding educational level of wives when the husband was illiterate. Further, the study observed that when both spouses were educated the practice of family planning was more than what would be expected by mathematical addition of the level of practices corresponding to their educational levels. For example, when the husband had a primary level of education, the family planning practices increased by 5.7 per cent as compared to when the wife was illiterate. Similarly, the family planning practices increased by 4.6 per cent when the wife had gone to the primary school as compared to when she was illiterate. When both husband and wife had been to primary school one would expect that the family planning practices would increase 5.7+4.6 or 10.3 per cent as compared to when both are illiterate. For those preparing to invest sizeable sums of money on family planning programmes, the implication of the conclusion should be obvious; it would be well worth their while to spend adequately on functional literacy and non-formal education in relation to family planning. By doing so it is possible to improve the adoption of family planning practices from a mere 5.0 per cent to 15.0 per cent level.

There are several other such studies in India in different fields such as on health and nutrition, which prove the importance of functional literacy and non-formal education. The provision of various facilities and extension services whether it is for agricultural improvement or family planning or health and nutrition, or any other development programme, can make a certain impact even without functional literacy programmes. But if the impact is to reach all sections of the community and the full benefits of the developmental efforts are to be realised, this can be achieved only through an educational effort which aims at motivating the individuals concerned and providing them with the requisite competence.

The question of motivation is looked at from many different angles by psychologists, economists and administrators, sociologists and anthropologists. These many ways of looking at motivation or demand-creation for development only indicate the complexity of the problem. It is the failure to take fully into account this aspect of demand-creation which has often been responsible in the past for the lack of full realisation of anticipated benefits from various programmes. As the infrastructure for development have already been created in many sectors and regions, and as these facilities can optimally be utilised through sufficient demand creation, adult education offers a unique opportunity for significant economic development in the coming decades.

3. Adult Education and Staffing

The staff concerned with adult education programmes will, of necessity, be full-time as well as part-time, paid as well as voluntary. A system of identification and recruitment will have to be worked out. For example, in forming the peer-groups, for organising mass programmes for 15-25 age-groups, the work of identification will have to be entrusted to local leadership, field government functionaries as well as youth organisers. The identification of the latter will, therefore, be of primary importance. The qualifications for recruitment will have to be devised with skill, imagination, and vision. In some cases dominant consideration will be technical background and training, but in others, it would be commitment to the cause of adult education.

Conditions of Work : In keeping with the policy of integration of adult education programmes with other connected programmes, particularly education, it might be advisable not to create a large isolated cadre but to make it a part of the general cadres. An exception will naturally have to be made where there is need for professionals and specialists.

Training : Like all other aspects of staffing, training will also have to be related to the programme needs. A few general categories could perhaps be described :

(i) *Part-time workers :* In each of the important schemes, there is a large component of persons who will do adult education work on part-time basis. It

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1. *Disapproval of birth control measures*

Education level of wife	Percentage of husbands and wives disapproving birth control measures
(*i*) Illiterate	40.5
(*ii*) Gone to primary school	23.0
(*iii*) Gone to secondary school	14.3
(*iv*) Gone to college	6.4
(*v*) All levels	40.7

is indeed difficult to think of any large field programme which would not have a substantial number of part-time adult educators. The training of such persons will have to be adequate, though the demands to be made on them may have to be limited. The emphasis in this training should be on adult psychology, and educational methodology most suited for the programme concerned.

(ii) *Participants and collaborators:* There would be persons who will not work even on regular part-time basis but will contribute to the programme by demonstrating their commitment to it and by securing the involvement of all persons under their influence. The most important illustrations in this category are the political leaders and persons associated with Panchayati Raj institutions. The training programmes for this category will aim at securing their complete commitment to adult education.

(iii) *Specialists and technical personnel :* In almost every programme there will be emphasis on diversification, persons involved in adult education will be drawn from different professions, specialities, socio-political environment, etc. or there may be technical personnel needing orientation. For example, in satellite communication, training will have to be designed for a large category of technical personnel from repair mistry who would ensure that all sets are in working order, to senior engineers responsible for organising the satellite communication system in such a manner that it has the best communication results. Moreover, in most programmes of adult education, content of the course will be important and specialists will need to be suitably oriented for adult education work.

(iv) *Primary level adult educator :* Evaluation of almost all programmes conducted so far has shown that inadequate training of the primary adult educator was one of the main factors in unsatisfactory achievement. Being the full-time field worker, the training of this category is of the greatest importance. It is this person, the person in charge of a teleclub, a Coordinator of the Nehru Yuvak Kendra or Functional Literacy Instructor on whom the successful implementation of programme depends.

(v) *Supervisory staff and trainers of primary level workers :* This is again a very important category. Proper training of the trainers is the key to successful training of the primary level workers. Moreover, even the well-trained primary level workers tend to show low achievements in the absence of supervision.

Social Education Organisers' Training Centres having been abolished, it might become necessary to make adequate arrangements for training exclusively for this category of personnel.

(vi) *Government functionaries :* The concept of life-long continuing education implies that even the most highly educated persons should make the necessary effort to participate in a learning process to renew their knowledge and to up-date their information. It may be only a seminar or an educational tour, but the senior functionaries in the State and Central Governments should expose themselves to new ideas and developments. Further, it is almost certain that most persons connected with implementation of educational programmes are not fully acquainted with the implications of the new strategy of adult education adopted by the Government of India. The Regional Institute of Educational Planning and Administration is well-equipped to impart such training. Institutes of public administration, universities and other institutions can also contribute to the training of the administrative personnel.

(vii) *Full-time professionals :* Adult education is fast becoming a profession and a discipline, and some universities in India offer courses for such professionals. The Directorate of Adult Education is also equipped to organise courses for such persons.

IN CONCLUSION

In all the thinking about adult education that is now emerging in India, two points seem to stand out :

The first is the realisation that our exclusive emphasis in the past on the formal system of full-time institutional instruction has to be broadened. Stress is, therefore, being laid on continuing education which will be of direct relevance and use to the individual concerned. This is probably best expressed in the words of our Prime Minister, Smt. Indira Gandhi, who said, "No doubt there is need for good institutions, for good schools and colleges and universities, but education is not something that is confined to the class room...... One is learning continuously from what is happening to one or around one, from the people with whom one is mixing, from the books one is reading; and even from the events of the world which may take place far away. And it is this ability to learn which is true education...... Whether you are in the factory, whether you are working in the field, education must continue. It is no use your learning something if it is going to be locked up in yourself. It should be used for a purpose."

But how will this meaningful and continuing education be provided for all? The intention is that this task will be attempted by suitably modifying the existing formal system itself. The existing system of education is almost exclusively formal and relies mainly on full-time institutional instruction at all stages. This leads to several major weaknesses. It can be availed of only by the non-working population, whether children, youth or adults, and the needs of the working population are almost totally neglected. It divides life into two watertight compartments—one being of full-time education and no work, and the other full-time work and no education, instead of expecting an individual to participate in work and educate himself throughout his life...... We have, therefore, to take steps to create an integrated form of a national educational system in which all three channels of instruction—full-time institutional, part-time institutional and non-institutional self-study—are properly developed at all stages and for all sections of society.

SOCIOLOGY OF ADULT EDUCATION IN INDIA*

T. K. N. UNNITHAN

The conception of education as a means of primarily 'enlarging and enlightening the mind', has been giving way to the view of education as a utilitarian means to promoting one's own position and thereby achieving more satisfactory conditions in order to enjoy a material life. Controversies have ranged between these polar conceptions; polemics in regard to the philosophy of education has been in existence since long. But it is difficult to compartmentalise the contribution of education. Modern education, surely, is predominantly directed towards enabling the individual to achieve a status so that he may become an effectively functioning individual for the maintenance of a social system which is characterised by the dynamics of increasing application of more and better technology. However, a purely enlightening function of education cannot be denied. But it is regarded as incidental and not the primary purpose of education in contemporary societies. In a world where homogeneous societies are fast giving way to highly industrialised urban complexes, where specialisation is increasingly affecting human life in every way and greater possibilities are opened up for communication facilities of all varieties, it is but natural that greater emphasis is placed on the utilitarian aspect of education.

The process of education may start at the very early stage of the idividual's life; yet the process of socialisation and formal education are two categories. That which is internalised or learnt involuntarily does not constitute a part of the system of formal education. Different types of formal education imply formal agencies which direct the type of learning that is envisaged. In the natural processes of internalisation of societal values, although there is involved a certain element of directionality, by and large, what the child learns is through involuntary informal contacts with the rest of the society. So if we define education as a system which involves conscious impartation of knowledge through various institutionalised means in order to develop human personality in certain directions, it precludes socialisation and also informal types of education. It is in this sense that we use the concept of education here.

1.10 T. K. N. Unnithan, "Sociology of Adult Education in India," Prassar, April 1973, p. 6-13

A broad-based adult education programme would include all adult literacy programmes, continuing education and extension programmes i.e. all educational activities primarily intended for the adults. However, a limited continuing education programme will only emphasise those areas of specialization which the aspirant adults want to achieve with a view to improving their chances of attaining better and higher social positions. Of course, there is the enlightenment aspect of this programme which might be the primary concern of some in a developed society or even in a backward country.

The role of education is becoming increasingly important in the context of the complexities of modern society characterised by specialization in all branches of knowledge and skill. It is here that the adult or continuing education programmes assume importance. Any programme of education to be successful, must have certain pre-requisites: (i) aspiration and motivation of the individual who desires to participate in a programme of education; (ii) capacity of the individual to assimilate progressively the knowledge imparted; (iii) the capabilities of the agencies and individuals who participate in imparting knowledge to the aspirants; and (iv) a social system which permits the functioning of an educational system effectively.

These pre-requisites for a successful educational programme are also essential to a continuous, continuing or adult education programme with the difference that in the latter the recipients do not start their education at a young age but only when they are mature. This of course is a very important difference on the reckoning or understanding of which will rest the successful implementation of an adult education programme. In the case of a child, education would imply impartation of certain values and knowledge through systematic measures in order to prepare him for specialization. This might involve a de-socialisation of certain values which the child has internalised and which are in conflict with the values which a modern educational system tries to impart. The child may first have to 'unlearn' what he has internalised through the process of socialisation in order to assimilate new values. For example, take the case of the caste system in India. Adherence to the caste system is one of the best illustrations of a systematic institutional attempt to perpetuate inequalities in all fields of life. The very principle of the caste system is a principle of inequalities. A child born in a traditional Hindu family would have already internalised the caste norms rooted in inequalities by the time he goes to school. Modern education does not recognise the non-egalitarian caste values.

Whether it is in the matter of sitting together, eating together or interacting in other respects i.e. in all commensal and connubial relations the child constantly has to learn that what he has internalised at home is wrong. Therefore, the traditional values which the child has internalised, will have to be removed in order that the child once again internalises the egalitarian values of a modern society. And hence the desocialisation and resocialisation processes run concurrently and concomitantly. This becomes easy because of the plasticity of the child, that is to say, the capacity of the child to eschew some of the values it has internalised and to replace them by new values. But in the case of an adult, the problem is of resocialisation and perhaps of attaining a specialised skill at a stage when his personality is fully developed. This is a crucial problem which necessitates expert and competent handling of adult education and continuing education programmes, as otherwise they are liable not only to be of no consequence but also to prove harmful to society. Because to arouse aspirations among people in a socio-cultural milieu where fulfilment of such aspirations is not possible may result in ambivalence, frustration and consequent tensions and conflicts. In order to avoid this situation we should utilise expert knowledge which could be gained only through experienced and systematic research undertaken in the field of adult education in different societies. Socio-cultural differences do not warrant any generalised stipulations in regard to the methods of continuing education and adult education to be applied in all societies under all conditions. The experience gained in European and American societies may be thoroughly irrelevant in the context of an Indian society or an African society because the divergences in the cultural configurations of these societies will not permit any generalised approach except to arrive at certain fundamental principles which may, at the most, emphasise the need and importance of continuing education programmes. The application of the methods will definitely have to be altered in relation to the context in which the programme is envisaged.

In a developing country like India, any programme for continuing or adult education will have to take into account the special characteristics of its cultural and social structures. Divergent cultural values have contributed to what we have as our cultural heritage in India at the moment. Divergences exist on the basis of language, religion etc. but at the same time within these heterogeneous divergent factors, there exist also some factors which develop certain converging centrifugal tendencies responsible for the feelings of Indians for national intergration etc. It is possible to envisage the co-existence of heterogeneous and homogeneous factors which together would contribute to the existence of a harmonious Indian society. Only these divergences and convergences have to be recognised and accepted and an inter-linkage built up as the result of an enlightened appreciation of the existence of differences rather than trying to impose uniformities which have resulted in the past and shall result in the future in conflicts and disintegration instead of the much desired integration.

This problem is inherent in the structural attributes of a society. Aspirations might not find suitable fulfilment because of the thawrting influence of the established system of status-hierarchy and power. Equality of real opporrnities is limited, for social structures in general as all social structures, are stratified and function within the framework of a power structure which has some established character. But this is equally true for the self-selectivity of individuals to the educational poles. Maybe, the individuals who get access to or control educational opportunities belong to a social system, which might have seen it fit to institutionalise inequalities of opportunities in this regard. In such a case tensions generated by rising aspirations would be further enhanced.

Social structure in India, by and large, is hierarchical; even though caste is a phenomenon sanctioned among the Hindus only, it has penetrated into such religious groups as the Sikhs, the Jains, the Buddhists, the Christians and the Muslims who theoretically at least do not believe in the practice of caste. The interactions of these religious groups and the predominant influence of Hinduism which existed partly because of its majority position in comparison to the other religions, have contributed to the phenomenon of hierarchical segmentation of a society that is at its best at the base of the Indian social structure. But the fact is that this tradition-bound, caste-oriented, ascriptive society co-exists along with an achievement-oriented, competitive society which has at its core egalitarian values and the promotion of increasing use of technology. India is by and large agricultural, nearly 70% of the people are rural-oriented. True, yet is it also true that about 150 million people (more than the total population of some of the highly industrialised countries of the West) are urban. Though these urban dwellers are not modern but traditional in many respects, they do embody elements of modernity in varying degrees and surely are initiators of change in the entire social system.

Whereas the traditional society would primarily ascribe social positions, the modern society would assign positions in accordance with the capacity of the individual to perform certain specialised roles. In other words, modern society is primarily achievement oriented. So the Indian of today is facing a very peculiar situation which is relevant perhaps in the context of other developing societies also. Even the persons who live in urban areas are not fully urban in their outlook. Their values, by and large, are traditional though the very foundation of the traditional society has been broken by altering the social-political framework of the Indian society in such a manner which no more recognises ascription as a legitimate process of status assignment. The constitution of the country does not approve of the traditional status assignment pattern but sanctions social mobility by recognised achievement as the major criterion in status assignments. Theoretically at least a person who traditionally has been condemned to certain menial services can aspire to occupy the highest social position in the country. This was not possible before we altered the political super-structure of the Indian society--that is, before Independence.

Now this situation—the situation which permits people to aspire for positions beyond the barriers which tradition had imposed on them—is one factor that is to be fully reckoned with in constructing an adult education programme. Obviously, a Harijan could not aspire to become a teacher which job was traditionally prohibited for him. The Vedas were forbidden fruits for the non-Brahmins. The Brahmin alone was the supreme in the social hierarchy, the fruits of knowledge were exclusively his rights. But, today, it is possible for a Harijan to aspire to be a teacher and to be anyone in the social hierarchy. This possibility has created new aspirations among certain sections of society. The younger people in the lower rungs can endeavour to take advantage of the modern educational facilities offered by the State. Of course, here we assume a viable degree of correspondence between the selectivity of personnel to the continuing education and the society's ethic of distribution of opportunities. We assume an egalitarian form of social structure. This, by itself may or may not be operative and even though operative, its rates may vary. But despite this, the fact remains that in our society today there is a rising wave of new aspirations especially from these sections which were down-trodden so far and this has to be reckoned with, also at the level of the adult education policy.

Adult education is, primarily, however, concerned with the older ones; the ones who were born before these opportunities were available, and those who are becoming fast outdated on account of the rapidity of growth of modern knowledge and technology. If the persons who were denied opportunities of education for no fault of theirs become aware of the possibility of furthering their prospects and improving their social positions thereby raising their aspirations, it would become the responsibility of the State to undertake means to fulfil these aspirations. Otherwise mere raising of hopes in these people are liable to result in severe strains not only for those belonging to the poorer sections but also for the rest of the society. Raising of aspirations is only one of the pre-requisites. Assuming that the individual has the capacity to rise up in his efficiency and that the social system can impart additional knowledge, special techniques of impartation have to be developed. Nursery school methods are hardly applicable to an adult instruction situation. Adults are unlikely to enjoy playing with toys or singing together "Jack and Jill went up the hill" and similar nursery rhymes. On the contrary, adults are psychologically not even prepared to let the society know that they are deficient in their knowledge and that they still intend to learn. Therefore special instruction methods have to be evolved for instructing the adult taking into consideration the social and psychological dimensions of the problem. Even the rest of the social system has to be prepared for accepting a programme of adult education.

For this it would be necessary that the focus of adult education programme is directed to various social sub-structures e. g. peasantry, industrial workers, professional and white-collar workers etc. on their need-specific bases. It would then further be necessary to chart out the factors which constrain or mobilize the acceptance of the scheme in order to get it institutionalised in the social system.

This is where a scientific adult and continuing education programme can be of great help. Once we accept the possibility of a social structure based on egalitarian values and justice, social mobility becomes a reality. This situation creates aspirations at all levels. The gap between aspirations and achievements becomes pronounced as this process proceeds. This is positively true of new nations striving hard to catch up with the developing countries. To reduce the gap it would become necessary not only to undertake literacy programmes for adults who desire to improve their proficiency with a view to achieving social positions which they could not aspire for earlier due to the rigidity of the social system which has since become liberal and democratic. Adult education and continuing education should be an important segment of the overall educational system.

In a developing society a programme which takes into account the entire educational chances of the adult should be one that combines proper literacy programmes of the adult and continuing education programmes for the deserving and a programme of research to evaluate the programmes which are already undertaken and to re-orient the further programmes on the basis of the results attained through research and studies of the existing programmes. Such a programme of adult and continuing education is bound to have far-reaching consequences of sociological significance.

The sociological consequences of an effective programme of adult-continuing education are manifold. It will have consequences (a) on the social structure (b) on the cultural structure and (c) on the structure of the personality of the individual. The basis of stratification of the society might undergo a transformation. There would be greater vertical mobility. Persons of a lower social status will have chances of rising to a higher social status. Incompetent persons, incapable of performing their roles satisfactorily in relation to various societal positions they hold, will prove to be unworthy of such positions which would be taken over by more competent individuals, who were perhaps holding lower positions. This is well illustrated by the social history of India during the past 20 years. Many (e.g. the princes, the feudal lords, the upper caste people etc.) who held positions of power not perhaps due to their competence but due to traditional factors have lost such positions to persons who have come up on the ladder of social hierarchy by dint of their capacity and competence. This raises aspirations of individuals. Form a 'fatalistic society', transformation will be in the direction of a society which believes in the capacity of the individuals to earn and to live in a manner chosen by them. In a tradition-bound society where occupation is hereditarily determined, economic backwardness is a natural consequence. Where this occupational rigidity no more exists and where the possibility of an up-ward social mobility exists on the basis of one's achievement, a well conceived adult and continuing education programme is bound to accelerate economic development because the mechanism of production will be based on individual initiative. A traditional production mechanism is not based on individual enterprise but rather on the traditional assignment of occupational roles. In a modern society one selects an occupation not on account of its hereditary nature but on account of one's capacity. If individuals who are interested and capable of performing certain specific occupational roles are also able to secure such positions which enable them to perform such occupational roles, then naturally the production mechanism of such a social system would be most effective assuming other things are equal. So a backward society, which slowly cuts away its shackles of social rigidities, is capable of advancing economic development only with an effective programme of adult and continuing education as the core of educational and social planning measures undertaken to reconstruct the society in question. This is particularly so in a country like India. Haphazard measures of planning are incapable of taking the society towards a desirable direction, progress. Any development programme, therefore has or must have a proper place for adult and continuing education along with other measures which are envisaged. The egalitarian values and specialised knowledge which we impart through adult education and continuing education are bound to create a better appreciation of the necessity of co-existence and also the possibility of territorial mobility and national solidarity.

Thus a good adult education and continuing education programme has tremendous consequences on the social and cultural structures of a society, and it will also help in the evolution of an individual personality which is conducive to cultural assimilation and change. Therefore, it is necessary that adequate emphasis is given to this challenging area of adult and continuing education in any educational system particularly that of a backward, developing society.

the resolutions adopted by the conference

1. This Twenty Seventh Adult Education Conference held in Lucknow from November 3 to 6, 1974 regretfully notes that a very large majority of the people of India specially those living and working in the countryside, continue to lead a life of abject poverty bordering on destitution. Their income is low, their employment irregular, their mode of work often onerous and conditions of living dismal. This calls for drastic changes in the whole approach to the problem of rural poverty. There is urgent need, on the one hand of initiating and undertaking a wide range of economic and social activities for meeting the varied needs and requirements of the poor people in the rural areas and on the other hand the imperative necessity of changing the out-moded economic and social structure in the countryside with the object of bringing about conditions both for economic development and social justice.

2. In the field of Agriculture which is, and for quite sometime likely to continue to be, the major occupation of the rural poor, there is need for establishing a more just and equitable system of land relations as well as suitable supporting institutions. The experience of two decades of planning, legislation and development has clearly shown that, however well intentioned they might be, their benefits hardly reach the rural poor for whom they were primarily intended. In the process, the rich become richer, and the poor still poorer. There is, therefore, a strong need for developing representative self reliant democratic organisations of the rural poor as effective watch dogs of their interests. The pooror sections of the rural people should be enabled to create a powerful instruments by which, on the one hand they can assert their will and promote their interests and on the other, strengthen their operative functions of production and related activities.

3. The Conference is emphatically of the view, that the main thrust of adult education in the service of the rural poor should be to inspire an attitude of radical change and help mobilise organised action. Programmes of adult education should stimulate and generate such action. Plans for education and action should therefore, be within the same synoptic field as two closely inter-related activities. Education should lead to action and participation which in their turn would result in promoting further education. Only then will education and action acquire a dynamic character fulfilling their historical roles in the crucial stage of the country's economic and social development in conditions of freedom and democracy.

4. In order that Adult peoples education becomes a vital and effective instrument in the service of the rural poor, it is essential to re-define its priorities and functions, and on that basis to effect a re-structuring of the total educational and development services particularly for rural India. The rural school must be rescued from its present deplorable condition both with regards to its personnel and its social and instructional programmes. It should be helped increasingly to become the centre of education working for the service of the whole community. Its functions should cover total education — formal, vocational, non-formal and informal for the children, the youth as also for adults of all sections of the community with particular emphasis on the education of women. The school should become the agency through which all the services of the state in the fields of agriculture, industry, health and social well-being should be provided and coordinated and to which all sections of the people should turn in times of need for help and advice. Working in close co-operation with organisations of the rural people, the two together, could strive effectively to ensure that the provision of the services accords fully with the needs and also that they reach those people for whom they are primarily created.

The concept outlined above will call for drastic re-structuring of the state services and apparatus. And yet it is not likely to call for any greater additional resources, since it is possible that the pooling together of all the available resources and their effective utilization might meet the purpose. However, the initiation and the process of education and development here proposed need not wait till full structural changes as indicated are achieved. Pragmatic approach and well considered efforts can well be started soon. They are bound to have their own dynamics in bringing about the necessary changes and orientation of ideas and attitude in accelerating the process and leading to building up of a structure suited to the needs of the rural poor.

The Conference therefore calls upon the Indian Adult Education Association and its Institutional Members to initiate, support and cooperate in programmes of education for the rural poor.

2. This conference notes with satisfaction that the educational strategy in the Fifth Five Year Plan is built on the assumption that formal and non-formal education should be correlated and integrated, since in a country like India with enormous educational needs, formal education through full-time and institutionalised education only, cannot by itself be sufficient for the achievement of major educational objectives. It is also based on the assumption that non-formal ways of imparting education will be developed for all categories of

1.11 "The Resolutions Adopted by the Conference," Indian Journal of Adult Education, Jan./Feb. 1975, p. 6-7 learners and at all levels of education : for children, youth and adults and from elementary to higher education. The conference supports the proposal that emphasis in the fifth plan will be laid on the following programmes : 1. Non-formal education for non-school going children in the age group 6-14.

2. Non-formal education for youth in the age group 15-25.

3. Functional literacy linked with development schemes. The conference also welcomes the acceptance by the Government of recommendation made by the Task Force on Adult Education that 2% of the budget of all development schemes should be earmarked for education and training of the beneficiaries and people otherwise affected.

The conference appeals to the institutional and individual members of the Indian Adult Education Association not only to extend cooperation to the government but also be involved themselves in the implementation of these programmes.

3. This conference is happy to learn that the Department of Social Welfare and the Central Social Welfare Board is launching a scheme of Non-formal education for adult women during the Fifth Plan period. As this is a new venture, it is necessary that voluntary organisations with experience in similar programmes should be involved in the implementation of this scheme. As the programmes of such organisations are being coordinated by the State Social Welfare Boards and the Central Social Welfare Board, this conference, representing a large number of voluntary organisations, recommends that for successful implementation, the scheme may be entrusted to the voluntary sector through the Central Social Welfare Board.

Staffing in adult education

Anil Bordia

Paper presented at the Commonwealth Regional Seminar on Adult Education and National Development held at New Delhi in March 1974. The author is Director of Industries, Government of Rajasthan, Jaipur and Editor of the Indian Journal of Adult Education.

strategy for adult education

The conceptual consequences for adult education, of the basic aims and objectives of national planning in India as elaborated upon by Shahid Alikhan in the position paper presented on behalf of the Ministry of Education are :

(1) Education is viewed as a life-long process and the importance of non-formal education is recognised. Non-formal education is not viewed in isolation, but integrated with formal and institutional education, integrated also in the context of different stages of education and further integrated with life and work.

(2) Satisfactory programmes of adult and non-formal education will be organised for a very substantial member in age-group 15-25, being the most important group in the national life.

(3) Adult education, if properly designed and efficiently implemented, can make it possible to derive full fruit of the development programmes. It is, therefore, necessary to make adult education an in-built component in all development schemes for the successful implementation of which manpower training is imperative.

(4) Increasing urbanisation being a factor in the process of development, a systematic programme of adult education for the urban groups is envisaged.

In the context of this strategy of adult education, an attempt is being made to identify a few major programmes and the main agencies which will implement them and to see the implications in regard to staffing.

mass education for 15-25 age-group

What is the size of this age-group? Consider the following figures :

TABLE

Size of the 15-25 age-group vis-a-vis total population

(*figures in hundreds pertaining to 1971*)

Classification	*Total*	*Male*	*Female*	*Rural*	*Urban*
Population in the age-group 15-25	905,983	466,893	439,090	691,560	214,423
Total population	5,454,958	3,824,223	2,637,310	4,368,920	1,086,038

Thus, this age-group comprises nearly one-sixth of the total population. Further analysis of this age-group reveals that about 60% are out-of-school illiterate persons. This includes the category who may be able to identify simple written words but cannot use their literacy in any fruitful manner and, therefore, have been treated as illiterate. The next category is of the drop-outs, being 28%. This includes drop-outs who did not complete primary education as well as those who pursued post-primary education but did not complete their education. Finally, there is the category of pupils in school being 12% (all types of formal educational institutions).

A plan which attempts to cover a population of nearly 10 millions has to improve special staffing arrangements. What seems almost inescapable is to motivate and use the drop-outs who completed education upto a reasonable level, say secondary, and such among the in-school group who will attain a similar level. It can be assuming that together between these two categories who have 10% of the entire population of the age-group, or approximately about one million persons. These are persons who have attained a reasonable level of education and who can be called upon to serve as "peer-groups" for an educational programme in their own age-group.

The concept of a peer-group needs to be underscored. In one of his addresses, Julius K. Nyerere, President of Tanzania, said :

> But as well as being student, we all have to be willing to be teachers. We have to be willing to teach whatever skills we have by whatever

1.12 Anil Bordia, "Staffing in Adult Education," Indian Journal of Adult methods we can by demonstration and example, by discussion, by answering questions, or by formal classroom work. If we all play our part, both as students and teachers, we shall really make some progress. I would like to remind you of the promise of TANU members : "I shall educate myself to the best of my ability and use my education for the benefit of all."

An effort to convey the educational message to this vast age-group will call for extraordinary measures. Most of the educated persons in this age-group may have to work as volunteers. The National Service Scheme will have a role to play. Primarily, the role of NSS volunteers will be to identify the persons who can serve as peer-groups, to train them and to provide them necessary help and direction.

What are the implications of this for staffing ? Broadly speaking, categories of persons who will be directly involved in this programme will be : (a) the educated youth who will serve as peer-group, including NSS volunteers, Shanti Sena organisers, Sanchalaks of Yuvak Mandals etc.; (b) persons whose full-time responsibility is to work among the youth, this would include the Nehru Yuvak Kendras, NSS Coordinators etc.; (c) technical persons who will take care of the content of the educational programme including those who will organise agricultural polytechnics, Gramik Vidypeeths and other experts ; (d) leadership groups who will work in a voluntary capacity, whether drawn from the Panchayati Raj institutions, political parties, retired civil or military services personnel and others ; (e) Administrative functionaries at the panchayat, block, district, State and Central levels.

functional literacy programme

The Working Group on Adult and Out-of-School Education appointed by the Planning Commission as a preparatory measure for drafting of the Fifth Five Year Plan has made a most significant report on the role of adult education in national development. Its recommendation that earmarked provision be made for adult education in developmental projects is now being generally accepted at policy making levels. Farmer' functional literacy programme is one of the best illustrations of the manner in which a built-in component can be provided.

The farmers functional literacy programme aims at increased agricultural production by improving the efficiency of the farmer with reference to the High Yield-Varieties Programme and its corollary inputs like fertilizers, plant protection chemicals etc. Such cultivation requires carefully planned farm operations and adoption of scientific practices. Therefore, training of farmers is considered an essential input in this programme. It provides for well organised functional literacy programme which would impart not only literacy skills but also agricultural information which could be immediately used by them. An important component of the project is the Farm Radio Broadcasting which attempts to harness the media of radio for the objectives of the HYV Programme. Naturally, implementation of this project calls for joint effort by the Education, Agriculture and Information & Broadcasting Ministries.

During the Fourth Five Year Plan the Farmers' Functional Literacy programme covered 100 districts and envisaged a coverage of one million persons (the actual achievement was between 200,000 to 300,000). In the Fifth Plan, the number of districts to be covered under this scheme will be 200 and each project will organise 90 Farmers' Functional Literacy Centres as against 60 at present. The target has also been doubled (to 2000,000).

In relation to staffing, this scheme will have to cover the following categories :—

(a) The functional literacy teacher.

(b) Field supervisors.

(c) Agricultural extension and technical staff which imparts technical know-how and which is responsible for post-literacy follow-up.

(d) Persons connected with Farm Radio Broadcasting.

(e) Administrative functionaries at all levels.

communications satellite

Teaching and learning being separate acts, invested in separate persons, communication between teacher and learner can take place across distances. Any person, no matter how poor and residing at remote place, how socially disadvantaged and how educationally unprepared, can be in communication with the teacher, if there is effective communication system. Satellite communication will become within a few years one of the most important factors in Indian society in general and education in particular. Perhaps, the most important question before the educator is whether we would be able to use this media for worthwhile programmes of education and technological development. It is quite possible that our inactivity and passive aquiescence will place this most important media in the hands of the vulgar entertainer and those interested in feeding the people with placibos. Although we are already late, it is still possible to fully grasp the importance and revolutionary potential of communication satellite and to use it wisely and effectively.

While planning for use of satellite communication system for adult education one may have to consider staffing in respect of :

(a) the programmers, including persons responsible for selection of programmes, persons who will direct the programmes and persons who will appear in them.

(b) The organisers of the tele-clubs and those resposible for making other listening arrangements, including members of Panchayat, school teachers, factory management etc.

(c) Technicians, right from those responsible for telecasting to repairers.

(d) Government funtionaries at all levels concerned with the use of this communication media.

implications for staffing

Decision in regard to the staffing will have to be taken in respect of each programme or scheme separately. Some general observations may, however, be in order :

identification and recruitment : The staff concerned with adult education programmes will, of necessity, be full-time as well as part-time, paid as well as voluntary. A system of identification and recruitment will have to be worked out. For example, in farming the peer-groups for organising mass programmes for 15-25 age-groups, the work of [illegible]

identification will have to be trusted to local leadership, fi government functionaries as w as youth organisers. The iden fication of the latter will, the fore, perhaps be of primary i ance.

The qualifications for recru ment will have to be devised wi skill, imagination and vision. I some cases dominant consider tion will be technical backgroun and training, but in others, would be commitment to t cause of adult education.

Conditions of work : In keep ing with the policy of integratio of adult education programme with other connected program mes, particularly education, might be advisable not to create large isolated cadre but to mak it a part of the general cadres An exception will naturally hav to be made where there is need for professionals and specialists.

Training : Like all other aspects of staffing, training will also have to be related to the programme needs. A few general categories could perhaps be described :

(*i*) *Part-time workers* : In each of the three important schemes cited above, there i a large component of per sons who will do adult edu cation work on part-tim basis. It is difficult to thin of any large field programm which would not have substantial number of part time adult educators. Th training of such persons wil have to be adequate. Th emphasis in this trainin should be on adult psycho logy, and educational metho dology most suited for th programme concerned.

(*ii*) *Participants and collaborators* : There would be persons who will not work even on regular part-time basis but will contribute to the pro[illegible] their commitment to it and by securing the involvement of all persons under their influence. The most important illustrations in this category are the political leaders and persons associated with Panchayati Raj institutions. The training programmes for this category will aim at securing their commitment to adult education.

(iii) *Specialists and technical personnel* : In almost every programme there will be emphasis on diversification, persons involved in adult education will be drawn from different professions, specialities, socio-political environment etc. Or there may be technical personnel needing orientation. For example, in satellite communication training will have to be designed for a large category of technical personnel, from repair mistry who would ensure that all sets are in working order to senior engineers responsible for organising the satellite communication system in such a manner that it has the best communication results. Moreover, in most programmes of adult education, content of the course will be important and specialists will need to be suitably oriented for adult education work.

(iv) *Primary level adult educator* :

Being the full-time field worker, the training of this category is of the greatest importance. It is this person, the person in charge of a tele-club, a Coordinator of the Nehru Yuvak Kendra or Functional Literacy Instructor on whom successful implementation of a programme depends. Evaluation of almost all programmes conducted so far has shown that inadequate training of the primary adult educator was one of the main factors in unsatisfactory achievement.

(v) *Supervisory staff and trainers of primary level workers* : Proper training of the trainers is the key to successful training of the primary level workers. Moreover, even the well-trained primary level workers tend to show low achievements in the absence of supervision. Social Education Organisers' Training Centres having been abolished it might become necessary to set up one or more training centres exclusively for this category of personnel.

(vi) *Government functionaries* : The concept of life-long continuing education implies that even the most highly educated persons should make the necessary effort to participate in a learning process to renew their knowledge and to up-date their information. It may be only a seminar or an educational tour, but the senior functionaries in the State and Central Government should expose themselves to new ideas and developments. Further, it is almost certain that most persons connected with implementation of educational programmes are not fully acquainted with the implications of the new strategy of adult education adopted by the Government of India. The National Institute of Educational Planning and Administration is well-equipped to impart such training. State Institutes of Public Administration, universities and other institutions can also contribute to the training of the administrative personnel

(vii) *Full-time professionals* : Adult education is fast becoming a profession and a discipline and some universities in India offer courses for such professionals. There is also the Directorate of Adult Education which is equipped to organise courses for such persons.

In conclusion it may be stated that although the need to draw *up good* imaginative programmes cannot be over-emphasised, their effective implementation will depend on visualising the staffing and training requirements and on taking steps to ensure that identification, recruitment and training is adequate for the needs.

PUBLICATIONS- AEA

Indian Adult Education Association established in 1939, is a voluntary, non-profit, non-political, non-sectarian, national organisation dedicated to advance the cause of adult and continuing education and promote cooperation among related agencies in India. It is a registered society under the Societies Registration Act XXI of 1860.

The programmes and activities of the Association have a national orientation and include creating an environment for proper understanding of the importance of adult and life-long education through seminars, conferences, discussion groups, publications, assisting national and state governments in formulating policies and programmes of adult and continuing education, extending cooperation and coordination to agencies both official and non-official in conducting programmes, encouraging the existing institutions of adult education and to set up new ones in areas where such institutions do not exist; providing clearing house services to member organisations; undertaking pilot projects and encouraging research relating to adult education and publishing reports, studies, guide books and related literature on all phases of adult and continuing education.

The Association publishes books, pamphlets, periodicals and visuals aids for learners, field workers, and administrators. It also produces professional and reference material on different aspects of adult and continuing education in Hindi, English and regional languages.

ENGLISH

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ADULT EDUCATION IN COMMUNITY DEVELOPMENT

Rs. 1.50; *$ 0.75*, *pages 37*; *1956*

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Sohan Singh

Rs. 3.50; *$ 1.75*; *pages 120*; *1957*

Analysis the main trends and achievements in the field of social education during the British rule.

HUMAN VALUES IN ADULT EDUCATION

Re. 1.00; *$ 0.50*; *pages 28*; *1958*

Papers presented at a symposium held in Calcutta in 1957.

NEW DIMENSIONS IN SOCIAL EDUCATION

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Rs. 2.00; *$ 1.00*; *pages 60*; *1962*

A collection of articles on adult education to serve the need of the hour.

NEW TRENDS IN ADULT EDUCATION IN INDIA

S.C. Dutta

Rs. 2.00; *$ 1.00*; *pages 50*; *1966*

A collection of articles describing the new trends in the field of adult education.

ON TO ETERNITY

Vol. I, II and III

Edited by S.C. Dutta

Vol. I Rs. 5.00; *$ 2.00*: *pages 186*; *1959*

Vol. II Rs. 2.50: *$ 1.00*; *pages 65*; *1965*

Vol. III Rs. 6.00; *$ 2.00 pages 80*; *1974*.

Volumes give a record of the presidential addresses and resolutions of the All India Adult Education Conferences from 1938-1973.

REPORT OF INTERNATIONAL CONFERENCE ON ADULT EDUCATION

Edited by S.C. Dutta & Helen Kempfer

Rs. 3.00; *$ 1.50*; *pages 72*; *1961*

Report of the International Conference on Adult Education organised by WCOTP in New Delhi in 1961.

SOCIAL EDUCATION : TEN YEARS IN RETROSPECT

S.C. Dutta

Re 0.50; *$ 0.25*; *pages 17*; *1957*

Describes the development of social education in India during the period 1947-57.

SOCIAL EDUCATION IN RURAL RECONSTRUCTION

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Report of the 7th National Seminar held in Dabok (Rajasthan) in 1956.

SOCIAL EDUCATION AND DEMOCRATIC DECENTRALISATION

Rs. 3.00; *$ 1.50*; *pages 89*; *1962*

Report of the 12th National Seminar held at Coimbatore in 1961.

SOCIAL EDUCATION AND THE YOUTH

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Report of the 13th National Seminar. Describes the role of youth in social education.

ADULT EDUCATION AND ECONOMIC DEVELOPMENT

Rs. 2.50; *$ 1.00*; *pages 43*; *1966*

Report of the 14th National Seminar held in New Delhi in 1966.

1.13 Indian Adult Education Association, Adult Education Publications - 197

ADULT EDUCATION FOR PARLIAMENTARY DEMOCRACY

Rs. 5.00; $ 1.75; pages 86; 1969

Report of the 16th National Seminar held in Pondicherry in 1968.

ADULT EDUCATION AND NATIONAL INTEGRATION

Rs. 3.50; $ 1.25; pages 45; 1970

Report of the 17th National Seminar held in Gauhati in 1969.

ADULT EDUCATION IN THE SEVENTIES

Rs. 5.00; $ 1.75; pages 90; 1970

Report of the 24th All India Adult Education Conference held in Bhubaneswar in 1970.

SOCIAL EDUCATION AND THE SECOND FIVE YEAR PLAN

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Papers presented at a symposium in New Delhi in 1959

SOCIAL EDUCATION IN A CHANGING SOCIETY

Dr. S. R. Ranganathan, Dr. & Mrs. Homer Kempfer & Sohan Singh

Rs. 1.25; $ 0.60; pages 28; 1960

Collection of papers by reputed adult educators presented at a symposium.

ADULT EDUCATION IN INDIA—A BOOK OF READINGS

Edited by: Anil Bordia, J.R. Kidd and J.A. Draper

Rs. 50.00; $ 10.00 (Hard cover) and Rs. 25.00; $ 6.00 (Paper back) pages 532; 1973

A comprehensive book on adult education in India. Gives Historical perspective, Philosophy and objectives, Adult Literacy, Methods and Programmes and Agencies of adult education.

EDUCATION FOR PERSPECTIVE

J.R. Kidd

Rs. 24.00; $ 6.00; pages 369; 1969

A collection of speeches of the author delivered in the various countries on the problems of Adult Education.

Methods and Techniques

CELLULOID IN INDIAN SOCIETY

H.S. Bhola

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The booklet describes the role of films in the education of adults.

COMMUNITY ACTION

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COMMUNITY ORGANIZATION IN ADULT EDUCATION

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Meher C. Nanavatty

Rs. 3.75; $ 1.75; pages 128; 1960

Describes the role of group discussion as an aid to education for citizenship.

METHODS AND TECHNIQUES OF WORKERS EDUCATION

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Report of the workshop on 'Methods and Techniques of Workers Education' held in New Delhi in 1960.

TRAINING OF SOCIAL EDUCATION WORKERS

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Report of the Fourth National Seminar held in Bikram, Bihar in 1953.

ORGANISATION AND ADMINISTRATION OF SOCIAL EDUCATION

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Report of the 10th National Seminar held in Gargoti in 1959.

COMMUNITY ORGANISATION IN SOCIAL EDUCATION

Rs. 2.00; $ 1.00; pages 78; 1961

Report of the 11th Seminar on 'Community Organisation in Social Education' held in Aliabada in 1960.

SCHOOLS AND ADULT EDUCATION

Rs. 2.00; $ 1.00; pages 32; 1968

Report of the 15th National Seminar held in Mysore in 1967.

TRAINING OF ADULT EDUCATORS

Edited by S.C. Dutta and H.J. Fischer

Rs. 5.00; $ 1.00; pages 174; 1972

A record of the Proceedings of the Asian Seminar on Training of Adult Educators held in New Delhi in 1972.

SEMINAR TECHNIQUE

Dr. S.R. Ranganathan

Re. 1.00; $ 0.50; pages 20; 1966

Guide book for seminar organisers.

TRAINING IN ADULT EDUCATION

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Collection of abstracts on 'Training in Adult Education'.

MANUAL FOR ADULT LITERACY TEACHERS

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Rs. 10.00; $ 2.75; pages 184; 1971

A guide book for teachers and supervisors.

Programmes

ADULT EDUCATION IN RURAL AREAS

Re. 0.35; $ 0.10; pages 20; 1958

Collection of abstracts on 'Adult Education in Rural Areas'.

ADULT EDUCATION IN SOUTH ASIA

S.C. Dutta

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Describes the problems of adult education in south Asia.

COMMUNITY CENTRES

Rs. 2.50; $ 1.00; pages 44; 1969

Revised edition of the report of the Second National Seminar held in Indore in 1951.

RECREATIONAL AND CULTURAL ACTIVITIES IN SOCIAL EDUCATION

Rs. 3.50; $ 1.25; pages 144; 1969

Report of the 5th National Seminar held at Paschimvahini (Mysore) in 1954.

LIBRARIES IN SOCIAL EDUCATION

Rs. 3.50: $ 1.25; pages 46; 1969

Report of the Sixth National Seminar held in New Delhi in 1955.

SOCIAL EDUCATION IN URBAN AREAS

Rs. 1.50; $ 0.75; pages 36; 1959

Report of the 9th National Seminar held in Lucknow in 1959.

ADULT EDUCATION FOR WOMEN

Rs. 6.00; $ 2.00; pages 96; 1973

Report of the National Seminar held in New Delhi in 1968.

DEVELOPMENT WORK AMONG RURAL WOMEN—A GUIDE BOOK

Krishna Bai Nimbkar

Rs. 1.25; $ 0.60; pages 54; 1958

Discusses concrete suggestions for work among rural women.

THE HIGHWAYS AND BYWAYS OF ADULT EDUCATION IN RUSSIA

Sohan Singh

Rs. 1.50; $ 0.75; pages 59; 1957

An account of the visit of the author to Russia.

SOCIAL EDUCATION IN DELHI

S.C. Dutta & Helen Kempfer

Rs. 6.00; $ 2.50; pages 127; 1960

Report of the research survey to assess the Social Education Programmes in rural and urban areas of Delhi.

TRADE UNIONS AND WORKERS EDUCATION

Re. 1.00; $ 0.50; pages 36; 1963

Report of a workshop held in New Delhi in 1963

WORKERS EDUCATION ABROAD

Rs. 2.00; $ 1.00; pages 40; 1965

Describes the workers education programmes carried out in United States, United Kingdom, Yugoslavia and Federal Republic of Germany.

ADULT EDUCATION FOR FARMERS IN THE DEVELOPING SOCIETY

J.C. Mathur

Rs. 12.00; $ 5.00 (Paper back): Rs. 20.00; $ 7.00 (Hard cover) pages 233; 1972

It introduces educational policy makers, administrators and teachers as well as adult educators in developing countries, to the significance of current agricultural break-through and to the need and potential of Adult Education to farmers, its techniques and agencies.

ADULT AND COMMUNITY EDUCATION : AN INDIAN EXPERIMENT

S.R. Mohsini

Rs. 10.00; $ 4.00; pages 185; 1973

A case study of the Jamia Millia's Idara Talim-o-Traqqi (Institute of Adult and Social Education).

Continuing Education

LIFE-LONG LEARNING FOR SURVIVAL

Rs. 3.50; $ 1.50; pages 55; 1964

Report of the Silver Jubilee Conference held in New Delhi in 1964.

THE IMPLICATIONS OF CONTINUOUS LEARNING

J.R. Kidd

Rs. 2.50; $ 1.00; pages 56; 1966

It discusses the implications of the concept of continuous learning in the overall concept of life-long integrated education.

LIFE-LONG INTEGRATED EDUCATION

Rs. 4.00; $ 1.50; pages 80; 1968

Report of the Round Table held in New Delhi in 1968.

Literacy Education

THE ALPHABET FOR PROGRESS

Mushtaq Ahmed

Re. 0.60; $ 0.25; pages 28; 1960

Discusses the various hindrances and difficulties faced in conducting literacy programmes and makes suggestions for conducting adult schools.

LIQUIDATION OF ILLITERACY

Rs. 2.00; $ 1.00; pages 46; 1962

The second edition of the report of the First Seminar on 'Organisation and Techniques for the Liquidation of Illiteracy' held in Jabalpur in Madhya Pradesh in 1950.

LITERATURE FOR NEO-LITERATES

Edited by S.R. Ranganathan

Rs. 3.50; $ 1.75; pages 83; 1966

A revised edition of the report of the third National Seminar held in New Delhi in 1952.

A SURVEY OF READING MATERIAL FOR NEO-LITERATES IN INDIA
Mushtaq Ahmed
Rs. 2.50; $ 1.00; pages 120; 1957

A Survey of work done in the field of production of reading materials for neo-literates in India.

A LITERACY JOURNEY
C. Bonanni
Rs. 8.00; $ 3.00; pages 114; 1973

Narrates the experience of the author in literacy education within the framework of national and international literacy projects.

Others

AMERICAN-HINDI COOK BOOK
Edited by Helen Kempfer
Rs. 7.50; $ 4.00; pages 134; 1964

A compilation of the recipes of the various American and Indian dishes whose ingredients are available in local market. Both English and Hindi versions are given.

HINDI

Adult Education—Basic Material

ADHARBHOOT SHIKSHA
Rs. 1.65; pages 97: 1955

A Hindi translation of Unesco book on Fundamental Education : Description and Programmes.

PROUDH SHIKSHA : AADHUNIK VICHARDHARAIN VA PRAYOG
Rs. 2.00; pages 172; 1956

A Hindi Translation of Unesco's book on Adult Education.

PROUDH SHIKSHA ME SAMAJIK AUR RAJNAITIK UTTARDAITAV
Rs. 2.50; pages 119: 1957

A Hindi translation of the report of the International Seminar organised by Unesco Institute of Education in Hamberg in 1952.

SAMUDAYIK VIKAS ME PROUDH SHIKSHA
Re. 0.50; pages 36; 1955

Contains four papers by renowned adult educators presented at a symposium held in New Delhi in 1955.

MANAV RUCHIYON KE EK ADHAYAN
Dharam Vir
Re. 1.00; pages 24; 1971

Deals with the psychology of adults.

Methods and Techniques

LOKPRIYE SAHITYA SAMIGRI KEE VAIVASTHA
Rs. 5.00; pages 292; 1962

A Hindi translation of Unesco book on 'Provision of Popular Reading Materials' by Charles Grandstone Richards.

MAZDOOR SHIKSHA KI PRANALIYA AUR TAKNIQE
Re. 0.75; pages 26; 1961

Report of the Workshop on 'Methods and Techniques of Workers Education'.

PROUDH SAKASHARTA SHIKSHAK NIDESHIKA
N.R. Gupta
Rs. 10.00; pages 308; 1971

A guide book for adult literacy teachers and supervisors.

ADHYAPAK AUR PROUDH SHIKSHA
A.S.M. Hely
Rs. 4.00; pages 78; 1971

A Hindi translation of the Unesco book 'on Teachers and Education of Adults' by A.S.M. Hely.

Programmes

GRAMIN MAHILAIN AUR VIKAS KARYA
Re. 0.50; pages 28; 1957

A report of the Regional Seminar held in the New Delhi in 1956.

JANTA COLLEGE KE VEVASTHA AUR KARYA
Re. 0.50; pages 32; 1955

A report of the Regional Seminar held in New Delhi in 1955.

PROUDH SHIKSHA AUR ADHARBHOOT SHIKSHA KE LIYE PUSTKALAYA
Rs. 2.50; pages 196; 1957

A Hindi translation of Unesco report on the Malmo Seminar on Libraries in Adult and Fundamental Education.

SAHKARI SAMITIYA AUR ADHARBHOOT SHIKSHA
Rs. 2.50; pages 184; 1957

A Hindi translation of the Unesco book on Cooperatives and Fundamental Education by Maurice Colombain.

SAMAJ SHIKSHA ME MANORANJAN VA SANSKRITIK KARYA
Re. 0.75; pages 40; 1956

A report of the 5th National Seminar held in Paschimvahini (Mysore) in 1954.

Literacy Education

NAVASAKSHRO KE LIYE PATRIKAIN : SAMPADKIYA PRANALIYAIN

Rs. 2.00; pages 120; 1958

A Hindi translation of the Unesco book on 'Periodicals for Neo-Literates : Editorial Methods'.

NAV SHIKSHIT PROUDHO KE LIYE SAHITYA KA NIRMAN

Rs. 1.50; pages 46: 1953

A report of the Third National Seminar on 'Literature for Neo-Literates' organised by the Association in New Delhi in 1952.

ASIA MEN PROUDH SHAKARTA YOJANA PAR VICHARGOSHTI

Rs. 1.75; pages 46; 1973

A Hindi translation of the report of the Seminar on 'Planning Adult Literacy in Asia'.

ASIA ME KARYA ATAMIK SAKSHARATA KI AYOJANA—EK SUJHAV PUSTIKA

Rs. 1.75; pages 68; 1973

A Hindi translation of 'the handbook of suggestions on planning functional literacy in Asia'.

VIKAS KA EK MADHYAM SAKASHARTA

Rs. 1.50; pages 50; 1973

A Hindi translation of the Unesco Mendilitt No. 3 on 'Literacy as a Factor in Development'.

SAKSHARTA AUR PROUDH SHIKSHA

Re. 0.50; pages 15; 1973

A Hindi translation of the Unesco Mendilitt No. 6 on 'Literacy and Adult Education'.

Others

KARIYAKARTA SEMINAR

Re. 1.00; pages 58; 1958

A report of the Seminar held in Rishikesh (U.P.) in 1957.

Books for Neo-Literates

KAMGAR AUR KANOON

Re. 0.35; pages 28; 1965

Deals with the various laws of workers

KAMGAR KI VISAISHTAIN

Re. 0.15; pages 16; 1966

Deals with the characteristics of the workers.

KAMGAR SANGH KAISE CHALAIN

Re. 0.15; pages 16; 1966

Deals with the organisation of the trade unions.

KAMGAR SANGH KYA HAIN

Re. 0.15; pages 16; 1966

Deals with what and why of Trade Unions.

SAMUHIK SODAGIRI

Re. 0.35; pages 28; 1965

Deals with collective bargaining for workers.

ANTARASHTRYA SHRAM SANGH

Re. 0.15; pages 20; 1966

Deals with working and programmes of the ILO.

SADACHAR GYAN

N.R. Gupta

Rs. 1.50; pages 108; 1968

A collection of short stories on moral education.

PARIVAR NIYOJAN

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Re. 0.80; pages 32; 1968

Deals with problems of Family Planning in a pla form.

BENGALI

Methods and Techniques

JANASHIKSHA PRAKASHAN

Rs. 4.00; pages 131; 1965

A Bengali translation of Unesco Publication on provision of popular reading materials by Charles Grandstone Richard.

Others

DHARAMA ANEK MANUSH EK

Chanakya Sen

Rs. 1.25; pages 68; 1961

Describes that there are many religions in the world but the objects of all religions are the same.

JOURNALS

English

INDIAN JOURNAL OF ADULT EDUCATION

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SURVEYS AND STUDIES

- Evaluation of Janta College, Alipur. 1961.
- Village Meeting Places and Community (Social Education) Centres : An Inquiry in Mehrauli Block, Delhi. 1961.
- Reading Interests and Habits of Village People : A Study in Village Mukhmelpur, 1962.
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- Working with Village People : Collection of Case Studies. Pub. in 1965.
- An Adult Literacy Project in the Union Territory of Delhi : Report of an Evaluative Study. 1967.
- Agricultural Education needs of Out-of-School Rural Youth engaged in Farming, 1967.
- A Quantitative Evaluation of the Pilot Rural Agricultural Television Project. 1968.
- Coverage of Social Education in Teacher Training Institutions in India : Report of Study, 1969.
- Krishi Darshan-Agricultural Television Project-Delhi-Continuous Evaluation Report, 1969.
- Farmers' Training and Functional Literacy : Pilot Evaluation Study in Lucknow District (Non-Technical Report). 1971.
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- Researches and Studies in Adult (Social Education): A Selected Bibliography (1948—1963) 1972.
- Evaluation Report on Operational Aspects of Farmers Functional Literacy Projects in India, 1973.
- Farmers' Training and Functional Literacy : A Pilot Evaluation Study of Functional Literacy Project in Lucknow District (Technical Report) 1973.
- Farmers' Functional Literacy Projects : A Review of Fourth Plan and Progress in 1973-1974. 1974.

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- Problems of Education of the Tribal People of India : Report of the Symposium. 1966.
- Shramik Vidyapeath (Polyvalent Centres) Proceedings of a Study Group. 1966.
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AUGUST 1974

- Evaluation of Television : Report of a Seminar 1969
- Summar Institute in Adult Education : Report of the Second Summer Institute held at Regional College of Education, Mysore, (May-June) 1969. 1969.
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- Report of the Regional Writers' Workshop on Preparation of Materials, Poona. 1972.
- Socio-Economic Impact of Functional Literacy Programme : Report of a quick Assessment Study in three districts in India. 1972.
- Report on the Working of the Farmers' Functional Literacy Project in India for the quarter ending December, 1972. 1973.
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- Report on the Working of the Farmers' Functional Literacy Project in India for the quarter ending June 1973. 1973.

TEACHING-LEARNING MATERIALS ON FUNCTIONAL LITERACY

(A) Text Books

- Khedut Akshargynan Yojana-Pahli Chaupadi (Gujarati). 1968.
- Kisan Saksharta Yojana-Pahli Pustak (Punjabi). 1969.
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(B) Supplementary Reading Material

- Adhik Paidawar Dene Wali Phaslen (Hindi) 1969.
- Dhaan Ki Adhik Paidawar (Hindi) 1968.
- Bhari Paidawar Denewala Boni Gehun (Hindi) 1969.
- Sankar Jwar se Adhik Upaj (Hindi) 1969.
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- Sahayak Pustak (Proudh Saksharta ke Shikhshakon ke liye) 1964.
- Handbook on Farmers' Functional Literacy Project (Kisan Saksharta Yojana). 1972.
- Kisan Saksharata Yojana (Pahli Pustak)—Shikshak Nirdeshika. 1973.

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- Desh Jaag Utha (Hindi) 1963.
- Desh ki Pukar (Hindi) 1963.
- Nefa Chalo (Hindi) 1963.
- Desh ka Dhan Sona (Hindi) 1963.
- Main Jeevan De Raha Hun Tum Kya Doge (Hindi) 1963.

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- Catalogue of Literacy and Adult Education Materials. 1974.
- Directory of Voluntary Organisations working in the field of Adult Education in India. 1974.

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- Radio Listening Groups. 196[illegible].
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- Orientation-cum-Training Course for University Student-Volunteers for Adult Literacy Work : Course Outline. 1973.
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- Nehru Yuvak Kendra : a Guide Book for Yo Coordinators. 1974.

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2. NONFORMAL EDUCATION

informal education

Asher Delcon

Asher Deleon is UNESCO's Adviser to the Government of India, Ministry of Education & Social Welfare. This is an abridged version of his paper of this title published by the Ministry of Education and Social Welfare. Publication No. 990, 1973.

introduction

IN the paper Education in the Fifth Five Year Plan, 1974-79, prepared for the consideration of the Central Advisory Board of Education, it is stated: "Another major transformation needed in the present educational system is to give it a large informal orientation." There are many valid reasons for this new trend, both from inside and outside the educational sphere.

To keep pace with the magnitude and diversity of the problems, the halting rhythm of progress through the formal system alone is insufficient and inadequate. To achieve some tangible objectives and meaningful targets in out-of-school education, the Government has to play a more significant role.

limitations of formal education

There is more and more evidence that formal education cannot satisfy all societal, collective and individual needs for education, knowledge, skills and behavioural changes. The formal education system itself has been severely handicapped by the enormous increase in the school-going population, rise in educational cost per student, and limitations of governmental expenditure.

But, there is also the fundamental point: schools and universities, even if ideally developed, curricula and certificates, even if perfectly elaborated, cannot—by the very nature of today's world—cope with all the necessities.

First, because there is a trend for democratisation of education. It is neither feasible nor realistic to offer to all people—who are requesting or needing some education and or training—formal educational facilities.

Second, because the environmental differences and the variety of people to whom educational opportunities should be offered, require more flexibility regarding the organisation, content, duration, timings, place of education.

Third, because the rapid development of science and knowledge, as well as the living situations and problems everybody has to solve in daily life, are not compatible with the relative rigidity of formal schooling.

Fourth, because so many learners (children, youngesters or adults) are leaving—for one reason or the other—the educational path. Millions of dropouts every year are the negative aspect of educational expansion. Nobody should be compelled to give up using educational services for life if he leaves the educational system.

Fifth, because there is incompatibility between the variety of living situations, the complexity of educational tasks and the uniformity of the formal system. One single institution (the school) however extensive it may be, is evidently insufficient in our time.

Sixth, because formal education, by its very nature, encompasses complex programmes, requires continuity, rejects fragmentary teaching, accepts with difficulty educational values of practical as well as professional life or of the working experiences and responds slowly to new demands and to partial or individual educational requests.

Seventh, because the formal education system inevitably divides the school-age population into two very different groups: one, which benefits from fulltime school instructions, and the other, unable to benefit from this precept, and is in fact condemned to do without education. Informal education is an attempt to find out a *middle way* and to do away with this dangerous polarisation.

Eighth, because the cost of formal education (both the overall expenses, due to the increase in the number of learners and the per capita expenses) is becoming so exorbitant, that every country feels obliged to find out less costly educational facilities if the present trend towards the democratisation of education has to be continued.

These, and many other, factors are *negative* reasons for the informal orientation of future educational development.

new potentialities

But the trend towards informal education is not only due to the inherent limitations of formal education, it is due simultaneously to the present possibilities for the larger development of a *parallel* informal system.

The important results achieved by formal schooling are the main pre-condition and the prerequisite for informal orientation. On the one hand, the acquisition of at least some education by so many individuals creates in them the need for supplementary knowledge and the feeling of lack of knowledge; on the other hand, so many people still, deprived of formal schooling, exercise a pressure for some education. Both requests find their answer in the trend towards the expansion of informal education.

The present society has new educational potentialities. The types of work, the civic life, the cultural institutions, the pattern of today's civilisation, the communication media are all offering new possibilities for education. In other words, the *educational value* of non-educational activities is constantly increasing. This will explain why the trend towards informal education has its basis in the fact that everybody can learn in many more ways and in many more different places than ever before.

2.1 Asher Deleon, "Informal Education," Indian Journal of Adult Education, At the same time, there are more facilities for learning at one's disposal: radio lessons, TV emissions, pocket-books, pamphlets, cheap booklets, libraries, evening classes, centres for skill training, literacy centres, film shows, contacts with various extension officers, extramural activities, correspondence courses, not to mention more sophisticated technological devices (computerized education, videotaped instructional units, etc), all very important for the expansion of informal learning, but still not at the disposal of large masses in India.

The human factor plays an equally significant role in the expansion of informal education: besides millions of teachers, there are millions of other professionals and intellectuals, millions of college and university students and voluntary participants of the National Service Scheme. All of them can contribute their share in developing informal educational activities. Our present society is much better equipped to carry out such a programme than the societies at any earlier period in history.

These, and some other favourable conditions are positive factors which re-inforce the need for giving an informal orientation to future educational growth.

misconceptions regarding informal education

Misconceptions, or misleading ideas, regarding informal education are very frequent today.

There is a widespread opinion that informal education is good for lower social classes, for people without any education, or for unskilled and illiterate men and women. In other words, this opinion is equalizing education with schools, and informal education with a lower substitute of education.

There is another view which considers that the informal educational approach should be adopted only if the conditions for formal schooling are absent. In other words, formal schooling is always better than any other educational modality.

In fact there is sufficient evidence that while formal education is more advantageous in achieving some educational or social status, the informal way or out-of-school modalities are often the more effective means of achieving some practical aims or objectives. It is also evident that informal education has in its power to correct the rigidities and discriminations inherent in the formal education system. The crux of an educational strategy which is trying to be comprehensive and is trying to include both the formal and informal approach—lies in identifying the interrelation between all varieties of educational goals and all kinds of modalities to be used.

Much harm to informal education is done by those who consider that all that is required for its implementation is merely goodwill and zeal without any need for specific knowledge and experience, or professional preparation and methodological training. "Each one teach one", can be a valid slogan for some purposes, but without systematic preparation it has done more harm to the valid idea of deprofessionalisation of teaching than it has contributed to removing ignorance.

So many well-conceived national campaigns (of community education, basic education, literacy, youth activities, social schemes, etc.) and generously implemented programmes (on the radio, in remote areas, in slum areas etc.) have often vanished without leaving any trace, mainly because they have not been built on real motivation and because they have been implemented in a non-professional and improvised fashion. This is not the way to succeed in an area like informal education.

Thus, before proceeding in a big way towards informal education, it is necessary to devote some time to the *intellectual preparation* which should precede this move, in order: (i) to clarify the conception; (ii) to develop the theoretical base through reflection; (iii) and thus eliminate the prevailing confusion which distorts the true nature and purpose of informal education. If the trend towards the expansion of informal education, which would in reality represent a major change in the existing pattern, is accepted, there will be a need for systematic efforts and continuous planned preparatory work for the fulfilment of the above.

potential clientele

A very large variety of people are potential customers of the infinite range of modalities for informal education:

(1) People of all ages who never had the opportunity to follow any formal education programme. This includes early childhood, where there are no institutional opportunities for pre-school age children; youngesters, 12-18 years old, who missed the elementary school; and also illiterate men and women, etc.

(2) Students who left primary or secondary school before the completion of a cycle.

(3) Learners who during their formal schooling (elementary, secondary or higher) feel a need for deeper and more complete knowledge in a subject of particular interest.

(4) Labourers, both in urban and rural areas, young workers, small farmers, landless farmers, small entrepreneurs, construction and road workers, all of whom need up-to-date knowledge related to their job and particularly related to constant technological improvements.

(5) Educated unemployed of various age groups, but mostly below 30, whose non-relevant education should be made more relevant in order to increase their employability.

(6) Graduates, professionals, intellectuals who after the completion of the college or university need a refreshment of their knowledge, or some additional information, or some new data, or special explanations.

(7) People in all age groups, in all social strata and with all educational backgrounds faced with problems and situations which cannot be solved without new ad-hoc learning.

(8) Citizens benefiting from opportunities for professional and social mobility. In a country like India, the stronger the socialistic character of the system the more expanded and developed will be

the vertical mobility. Such mobility—involving the present generation and inevitably calling on to many people to take up responsibilities for which they have not been prepared or trained—has to be supported by large scale educational activities meant for politicians, administrators, foremen, local leaders, officers in various community services, etc.

(9) People requiring programmes for personal satisfaction: recreation, leisure-time activities, cultural or artistic programmes, games and sports, travelling and tourism, etc.

Informal education for all these nine groups are more or less relevant in all communities and should—at different levels of priority—be included in the future development of the Indian educational system.

agents of informal education

A broad scheme of informal education has to be implemented through a large variety of ways and means:

(a) *Institutions for formal education* (primary schools, secondary schools, higher secondary schools, vocational schools, etc.) should gradually expand their activities in order to open their doors to learners wishing knowledge in an informal way. Especially in rural communities the foundry, smithy, bakery or weavery, as well as some advanced agricultural farms, are normally within accessible distance and may be used as extensions to schools.

(b) *Colleges, universities and research institutes* should play a similar role on a higher level, for particular subjects and specific groups of learners.

(c) *Major Development Programmes* (High Yielding Varieties Programmes, Small Farmers Scheme, Integrated Nutrition Programme, Family Planning Programmes, Rural Employment Projects, etc.) are offering possibilities for inclusion of the educational *component*. The implementation of many development programmes suffers from lack of skill of literacy and of technical know-how.

(d) *Special institutions for informal education* (like libraries, Nehru Yuvak Kendras, Shramik Vidyapeeth, village literacy centres, training centres in factories, centres for workers education as well as centres for correspondence education) are a pre-requisite for informal education programmes.

(e) *Voluntary non-governmental organisations* have always played an important role and should be integrated with Government's efforts.

(f) *Radio and Television* have to play a tremendous role in informal education. In this connection, four different types can be mentioned: (i) programmes as part of or as support to formal school curricula; (ii) educational non-curricular programmes for school learners; (iii) real instructional programmes for out-of-school youth and adults; (iv) programmes for animation, motivation or information.

There are, it goes without saying, many other organisations and institutions in the country available for and already active in informal education. But the implementation of any meaningful and realistic programme has to be selective.

selected areas

In a society like ours, with all its diversities, it is necessary to activate an over-all *open educational system* with a variety of choices for the learners and helping mobility within it. While the continuing promotion of the present *closed system*, which is mainly selective and competitive, it is also imperative that an *open system* on a non-competitive, non-prescriptive basis, be encouraged catering to the participants' own interests.

Although the priorities of informal education should be selected at the State, District or even Block levels and must correspond to the conditions and needs of different environments, some tentative description of possible solutions and priority area and groups may be of some help.

1. *Education of early childhood.* The recent pedagogical and psychological investigations are bringing valid arguments in favour of pre-school education, as the age between 2-5 plays a much greater role than believed traditionally; and, moreover, the trend in Indian education to equalize educational chances of deprived social groups has no chance of success if children coming from these social strata are not prepared for an *equal start*.

2. *Multi-point entry system.* The basic goal of universalisation of primary education would need, besides the main effort to increase the number of primary schools and of children enrolled in ordinary classes, a simultaneous effort to increase considerably part-time elementary schooling, admission of children into elementary education of a reduced duration at an advanced age (say 9 or 12 or 15) and informal elementary education for those who are not in a position to follow regular schooling or who missed it previously.

3. *Extra-curricular activities.* One of the very important areas for informal education is in the schools themselves (in the form of extra-curricular, co-curricular or non-formal activities). But, at present, this is often a neglected and under-developed educational activity. These extracurricular informal activities should be particularly developed in four areas : natural science; languages, literature and arts; manual work and vocationalisation; games and sports.

4. *Illiterate youth in the age-group 15-25.* The position of the young people of this group is so important—for the growth of the country, as they are the potential manpower, for the social evolution, as due to their dynamism etc.—that their education must come under main priorities. The members of this age-group are generally alert, inquisitive, impressionable and capable of being inspired by emotional commitment to serve the people and the country.

5. *Multi-purpose youth advancement.* Youth, both school and out-of-school, need some free, multipurpose, non-formal learning facilities. This type of educational facilities are practically non-existent in the country, either on a large scale or as a developed pattern. Evidently, some isolated initiatives have proved successful. The decision to establish a District Youth Centre—Nehru Yuvak Kendra—is the most comprehensive, nation-wide initiative taken in this regard till now.

6. *Functional literacy.* Our Five Year Plans are ambitious plans covering all sectors of life, the Fifth Plan in particular more than any previous one. But the projects of production and employment are not likely to succeed unless and until the job training of the primary producers becomes a part and parcel and an essential and simultaneous ingredient of the principal programmes. In the previous plans, adult education, including adult literacy, was treated as an isolated programme for its own sake. The new approach to be followed in the Fifth Plan should be to link adult education, particularly functional literacy, wherever illiteracy is a real bottleneck, effectively with all development programmes which require training of farmers or workers at different levels. In our conditions it would be advisable to put aside for literacy-cum-training about 2 per cent of the total invested sum in various development schemes, employment programmes and programmes for minimum needs.

7. *Manpower preparation and promotion.* Formal pre-employment education should aim at forming trainable people while the task of developing specific skills should be the responsibility of enterprises in both the public and private sectors.

8. *University level.* One cannot think today of university education for the only purpose of offering degrees, they have many other and larger purposes. One cannot, again, today think of universities as open only to regular students. Universities have as well a rescue and a remedial function. Three different modalities could, constitute priority areas in the near future: first, correspondence courses (which deserve greater support); second, Open University; third, extra-mural or intra-mural oppor-

advantages and limitations of informal education

Informal education has various advantages. It can help to bring education to millions of youngesters and adults, still excluded from the educational stream. It is an arm for the democratization of education. Educational contents transmitted or acquired by non-formal ways could be more relevant, better adaptable to environmental conditions and needs, closer to the latest scientific or technological discoveries. Informal education can mobilise for its implementation various social resources, institutions, bodies, professions, as well as the whole range of economic means, cultural ways and communication media. It is also a way to economise funds, to decrease waste of professional and financial resources, to save limited national funds, to decrease the capital and the per capita cost.

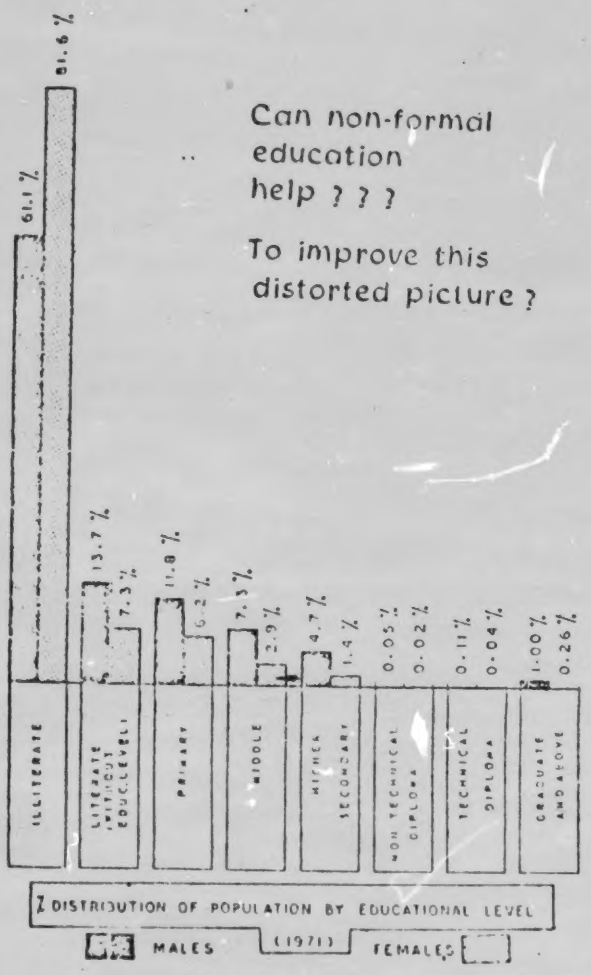
But, it would be erroneous to believe that informal education is a remedy for all the deficiencies of formal education. Informal education has its own serious limitations. It should be always kept in mind that non-formal ways and methods are not to replace formalised, institutionalised education and teaching; they are not a substitute for organised systematic learning; they can create an illusion of an easy path to higher knowledge; they can discourage some people from making the needed efforts to learn; they are limited by the very nature of the cognitive process, by the ways of transmission of knowledge, by the nature of some specific disciplines, skills and professions, by the needs of continuity in learning, by the nature of human motivations for learning or acquiring skills. This is why the adoption of any pattern or model of informal education should be preceded by an investigation of the advantages or disadvantages of any particular scheme.

to conclude

What we should aim at now is not a discovery of new unknown modalities or methods, but rather to develop informal education with a large support of public (non-private, non-voluntary) bodies as well as of public (governmental and panchayats) funds; to introduce such a pattern of educational planning which does not neglect areas outside formal education because such areas seem intangible, but does accept and enlarge informal education programmes to a size where it becomes relevant for the country's development and for the individual's fulfilment. We must also aim at establishing direct links between formal and informal education, and to permit everybody to use both ways and to switch over from one to the other by implementing the principle of recurrent education. This would also establish the indispensable link between life, work and learning. And finally we must endeavour to resolve gradually the existing contradiction between institutionalized and non-institutionalized education by integrating the formal and informal path into a coherent system in which they complement and supplement each other, aiming the satisfaction of a great variety and multiplicity of educational needs.

ADULT EDUCATION
NEWSLETTER

SPECIAL FEATURE : NONFORMAL EDUCATION



Can non-formal education help ? ? ?

To improve this distorted picture ?

Dear Reader,

Much water has flown under the bridge of adult education since we were with you last.

The most significant 'happening' was the endorsement by the C. A. B. E. of the programmes of nonformal education formulated for implementation in the Fifth Plan. We report in this issue the recommendations of the Board and the main features of the programme.

Nonformal education is not, as some sceptics would have us believe, just a new term for 'good old adult education'. Neither is it a 'second rate' education for those children and youth who for various reasons cannot afford to use facilities for formal primary or secondary education. Although it may partly alleviate the shortcomings of formal education, it connotes an entirely new perspective on the educational process, whether for the young or for the adult. It is the logical solution to a need that has always been present but which has not been strongly articulated: the *need* of every individual, to learn when he will, how he will and what he will. A truly egalitarian society should provide facilities to meet these needs. The subject becomes urge in a developing country where a bulk of the peop are cut off from the main stream of development an change, as well as from the existing education facilities.

We believe that the trend towards 'non-form education' does not mean a mere addition of ne types of educational programme to the old conver tional ones. Therefore it is a measure of the rec nition and acceptance of the reality that nonform modes of education have to become an integral pa of the educational endeavour, that little time w lost in putting the idea into effect. Several State have selected the districts for starting the pro gramme. Some have even begun the programme others are experimenting with interesting variations Some agencies have started thinking about orienta tion and training of personnel at different levels. Sti others are planning studies, and experiments. Her in the Directorate we have been working on problem based curriculum, a curricular guide and othe literature. We have tried to bring you up-to-dat on all these developments in a quick review.

All that is certainly encouraging. However, ther are some pitfalls to be avoided. Nonformal educa tion is not and cannot be a panacea for all education al shortcomings. Nonformal education is bot necessary and inevitable for all societies, but 'defor malisation' of some educational procedures does no alone suffice. Education has to become more closel linked to the real needs of the learners – and so-calle 'educands' have to become learners in the true sens of the word. At the same time, we have to tak care not to put the same content in a new bottle

2.2 Directorate of Adult Education, "Special Feature: Nonformal Education," Adult Education Newsletter, Ministry of Education and Social Welfare, July-Dec. 1974, p. 2-19

Fundamental to the spirit and success of a nonformal education programme is, and should be, its 'nonformality' -- in methodology, learning materials, timings, duration. One has to be watchful that it does not fall into a type-cast, a mould of formalised nonformal education. Not that nonformal education means flabbiness or chaos. On the contrary, it should release new energies and lead to a discipline that is creative and not deadening.

Nevertheless, let us not forget that we are not just starting some new programmes – this is a first step in a far-sighted direction.

For all those involved in taking the first steps of a wide ranging nonformal educational programme it is probably important to know that we have in mind both some near as well as some distant goals.

CABE DELIBERATIONS

The Central Advisory Board of Education at its session held in November, 1974 lent strong support to the development of schemes of nonformal education. Recognising the reality that mere reliance on formal education cannot meet all educational needs in India, the Board made the following recommendations :

- The exclusive emphasis on formal education should be given up and a large element of nonformal education should be introduced within the educational system as a whole.

- All State plans should henceforth include programmes of nonformal education as an integral part of educational provisions, and suitable machinery be set up in each State to formulate, devise and implement programmes of nonformal education, including functional curricula, integrated and interlinked with the formal system.

- Multiple-entry and programmes of part-time education have to be adopted in a big way. At the secondary and university stages, part-time and correspondence education should be developed and all encouragement given for programmes of self-study.

- Programmes of adult education are of great significance for the success of the programme of universalisation of elementary education as well as for securing intelligent participation of the people in all programmes of national development. They should, therefore, be developed on a priority basis.

- In particular, the Board recommends that the Functional Literacy Programme which represents the single largest on-going effort of intensive nonformal education linked to a developmental activity, should be strengthened and expanded : and that similar functional literacy programmes should be developed in relation to other developmental schemes appropriate to rural and urban situations.

- Adult education programmes should form an in-built part of every developmental activity whether in the rural, or urban, public or private sector, and every Central and State Ministry / Department should make appropriate provision in the respective schemes.

- Adequate financial allocations should be made in the State Plans for nonformal education for the age-group 15-25 on the basis of well-defined norms set up by the State Governments.

- The programme should be flexible, diversified and functionally related to the needs and interests of youth and should equip them for participation in developmental activities.

- During the current year 1974-75, all efforts be made to begin the programme in : (a) one district in each State with Central assistance and (b) at least one additional district with the State funds.

- By the end of the Fifth Plan an effort should be made to cover at least six to seven million illiterates in this age-group.

5x5

Five Target Groups

Those who never went to school

Those who left it too early

Youth searching employment and self employment

Young men and women in rural area

Youth in tribal areas

Five Roles of Learners

To take part in programme formulation and planning.
To be subjects rather than objects in the learning process, to be partners rather than receptacles of information
To make efforts to understand their surroundings
To implement practically the knowledge and know-how they receive
To be promoters of change

Five Implementing Agencies

State Governments

Educational Institutions

Functional Literacy and similar programme

Nehru Yuvak Kendra

Voluntary organisations

Five Sources of Instructors

Educated or experienced persons in the same environment

Teachers

University and college students

Village & social workers

- Educated and skilled youth

Five Roles of Instructors

to identify and encourage motivations for learning
to identify problems, obstacles and needs in the environment
to eloborate a relevan curriculum and help learners to learn
to stimulate learners' inquisitiveness and readyness to solv problems and get into action
to assess continuall the impact of the pro- gramme on learners and the environment

MAIN ASPECTS OF NONFORMAL EDUCATION ☆

(We summarise below the main elements of the nonformal education programme for the age-group 15-25. We would, however, like to make it clear that these are only intended to be broad guideliness, sufficiently defined to provide a framework, but with considerable scope for adaptability and diversification For fuller details, readers are referred to the Government of India publication : Main Schemes of Nonformal Education, *1974* - Editor*)*

For whom and why ?

Nonformal education is not confined to any age-group or any specific category. But limitations of expertise and resources compel the adoption of priorities. Therefore, one of the priority programmes in the first phase is intended for the youth in the age-range 15-25 because :

- a larger number of them are illiterate or semiliterate and thus unable to participate fully in socio-economic and developmental processes ;
- they are nevertheless active and alert and involved in family, community and societal responsibilities, and need to be helped through education to play these roles efficiently ;
- since most of them are living in rural areas, the decrease of rural poverty largely depends on them.

How will the programme be organised ?

The programme will start with about 100 centres in each district and will try to reach about 200, in stages, each centre enrolling about 30 learners. Here again the number of centres depends upon the learners available for enrolment.

What will the programme content offer ?

It will be a composite programme of nonforma education including literacy. It will contain :

- information and knowledge about th environment,
- knowledge about the social, economic scientific and technological changes in th midst of which young people live an work
- elementary principles of health and hygiene child care and nutrition
- basic skills in reading, writing, and arith metic
- introductory occupational and vocationa skill programmes to prepare the learner fo employment and self-employment.

Who will be responsible for district level implementation ?

One of the existing functionaries at the district level :

- An officer designated for the nonformal education programme
- the Nehru Yuvak Kendra Coordinator
- the full-time Functional Literacy Project Officer
- a voluntary organisation
- any other officer considered by the State Government as suitable

Who will be the instructors ?

A wide range of full-time and part-time arrangements is envisaged (with preference to those who come from the same environment as the learners) :

- school teachers
- unemployed educated youth
- NSS volunteers
- skilled workers or progressive farmers
- social workers and technicians
- university and college students

How will the classes be supervised ?

Supervisors may be either part-time or full-time as found convenient by the State Education Departments.

What will the curriculum material consist of ?

The learning and teaching materials will consist of :

- a combined primer and reader
- complementary learning sheets
- a teacher's guide
- a kit of charts
- other audio-visual aids

The reader will consist of 40 to 50 learning units, each consisting of a living or working problem, key words related to it, basic knowledge and know-how for understanding and solving it.

What will be the basic approach ?

- To relate the educational content to the needs, interests and environment of the youth
- To make the programme as functionally related as possible
- To help the youth to understand their environment and problems scientifically and to be ready to able to solve them.

Who will be the implementing agencies ?

A variety of existing institutions, resources an agencies will need to be pressed into service :

- State governments
- voluntary agencies
- Nehru Yuvak Kendras
- youth clubs and youth organisations
- rural development and social welfare centr etc.

How long will the programme be ?

The programme can be organised in a variety ways to suit the learners :

- as a 9 month course with shorter hours ca day
- as a 4-5 month course with longer hours ca day
- as a recurrent course over three summers
- or any other arrangement

When should the classes be held ?

Any time that suits the learners :

- mornings
- afternoons
- late evenings
- holidays

How long should the classes last ?

Again, this should be left flexible from situati to situation, from season to season, and even fr one week to another, according to the occupatio and environmental demands of the learner group

WHAT IS HAPPENING ? ☆ ☆ WHAT IS HAPPENING ? ☆ ☆

AT CENTRAL AND STATE LEVELS

SELECTION OF DISTRICTS

The following districts have been selected *so far* for introducing programmes of nonformal education in the age group 15-25 :

State/Union Territory	*District selected*
Andhra Pradesh	Khammam, Krishna
Assam	Cachar, Dibrugarh, Kamrup, Lakhimpur, Nowgong, Sibsagar
Bihar	Ranchi, Darbhanga
Gujarat	Baroda
Haryana	Bhiwani, Jind
Himachal Pradesh	Chamba, Sirmur
Jammu & Kashmir	Jammu, Srinagar
Karnataka	Shimoga, Raichur
Maharashtra	Wardha
Meghalaya	Garo Hills Khasi & Jaintia Hills
Orissa	Balasore, Puri
Punjab	Faridkot, Hoshiarpur
Rajasthan	Ajmer, Bikaner, Jaipur Jodhpur, Kota, Udaipur
Tamil Nadu	Coimbatore, Tiruchirapally
Tripura	West Tripura
Uttar Pradesh	Forty Six Districts
West Bengal	Purulia
Andaman & Nikobar	Andaman
Arunachal Pradesh	Pasighat (Sub-division of Siang District)
Goa, Daman & Diu	Canacona and Bicholim Talukas
Mizoram	Chhimtuipui

CURRICULUM PREPARATION

(We reported in our last issue that work had commenced in the Directorate on the formulation of the curriculum for the nine-month programme. As should have been expected this has proved no easy task. But the very effort has proved educative and enriching. We would like to thank the many specialists, adult educators and writers who gave so many patent hours of labour to this task. The curriculum, a curriculum guide and one or two illustrative units will be released shortly in draft form.

— Editor)

Three main characteristics of the learning group have provided the parameters for the curriculum for nonformal education :

— that the learners are a *young* group, no passive takers, but questioning and critical, *which means that the curriculum must make sense to them*

— that the learners are a group that is facing many *problems* of life, work and environment *which means that the curriculum must help them to search for answers to these problems*

— that the learners are already playing *roles of responsibility* in the family and society in a modernising age, *which means that the currriculum must equip them to play these roles more efficiently and with knowledge*

The first step was, therefore, to find out what precisely were the vital concerns of youth--social, economic, personal in order to see what kind of educational programmes would have to be structured to make it of direct consequence to them. A 'clinical approach' was, therefore, adopted to diagnose the problems and needs of youth in order to build a curriculum content which would enable them to understand their own problems and the obstacles that came in the way of solving them and then seek appropriate solutions. The problems were identified through surveys, interviews, studies. They were then analysed and related to learning objectives.

The aim of the group which worked in the Directorate of Adult Education was in any case to prepare only a *prototype* programme, which will encourage similar groups to work out concrete contents and diversified learning materials for other languages and various environments. Therefore, it concentrated its attention to the following major *problem areas* around which the curriculum was decided to be built :

- Low agricultural production
- Health and sanitation
- Home and family life
- Participation in civic and community activities ; and
- Human resource development

Each major problem was then broken down into *sub-problems* which were to constitute the basis of each *learning* unit. Broadly speaking, the objective of each unit would be : to lead the learners to discover the problem ; become aware of its impact ; understand the problem in its various aspects ; to explore what should be done to overcome the problem ; and to get basic scientific and rational attitudes. The learning unit will be developed in an inter-disciplinary way covering technical, scientific, socio-economic and mathematical concepts related to each sub-problem on the learning situation. Literacy component will form part of the learning unit.

For the benefit of teachers and writers, a curriculum guide has been developed giving guidelines on :

Major problem areas

Curriculum Units (sub-problem)

Analysis of the sub-problem to bring about awareness of concepts relating to :

- values, attitudes, behaviour
- socio-economic aspects
- scientific explanation

Numeracy and arithmetic

Literacy

Understanding (knowledge to be gained)

Methodology

- lead questions
- style of presentation
- references
- teaching and learning aids
- learners material

Activities to be taken up by the learners in the effort to overcome the problem

A few illustrative units have been prepared. We hope that these materials will enable various agencies to develop learning and teaching materials suited to their own environments.

A word of caution : There can be no *one* curriculum or *one* set of materials for *all* time in nonformal education. It will have to be an unending process of adaptation, revision and improvements if the programme is to respond to the environmental needs from time to time. Although this may seem difficult and time-consuming, this is the basic condition to run a programme relevant to learners and community needs and conditions.

LEARNING UNITS ON 'GOOD FOOD'

Following a similar methodological approach the State Department of Education in Uttar Pradesh has evolved learning unit for their programme of nonformal education. Technically the task was executed by the Literacy House, Lucknow, whose research officers have identified real problems and deficiencies (from a nutritional point of view) in several villages surrounding Lucknow before th elaborated the experimental composite 'learnin units on good food'.

The 'Good Food' units are printed in Hind and can be obtained from the Literacy House.

ORIENTATION OF SENIOR EXECUTIVES

Following the CABE deliberation on nonformal education, the National Staff College of Educational Planners and Administrators, New Delhi, set up a Working Group in November to formulate guidelines for orienting senior executives at the Centre and in the States who will be in charge of implementing various programmes of nonformal education. In the first instance, executives in the Union Ministry of Education and its organisations and senior executives in the States and Union Territories will be covered.

The objectives of the training programme would be to help the executives to

- develop an over-view of the programme of nonformal education including its relations with the formal system of education ;
- formulate specific programmes of part-time and nonformal education ;
- Supervise, administer, coordinate and evaluate the programmes.

Three types of programmes have been suggeste in the first phase :

- a shorter information seminar for Educatio Secretaries and Directors of Education
- a longer orientation programme for Stat officers in charge of nonformal education, Deputy Directors of Education and Directors of State Institutes of Education
- courses for District Education Officers

While the National Staff College would b primarily responsible for the first two, the thir programme would be the responsibility of the Stat Government concerned.

Following the first phase of training, th National Staff College plans to bring out a handbook for the benefit of planners and administrator of programmes of part-time and nonforma education.

TRAINING OF DISTRICT OFFICERS

The Education Department in Rajasthan has decided to organise a programme of nonformal education in six districts for children and youth in the age-group of 8-25, both in urban and rural areas. It is expected that there will be some 300 village and city centres implementing the programme. The curriculum will be diversified, adapted as much as the conditions would premit to various environments, and will take into consideration psychologica and mental differences, as well as different educational needs related to the age of learners. All thes and other aspects have been widely discussed durin a one-week workshop for district officers, organise jointly by the Department of Education and the Rajasthan Adult Education Association. The Directora of Adult Education has provided resource services.

TRAINING OF PROJECT PERSONNEL

The Education Department of Uttar Pradesh is establishing 25 nonformal education centres in each of 46 districts in the State. One supervisor is being appointed to take care of five centres. The Project Officer in the district will take care of nonformal education for both 11-14 and 15-25 age-groups. The total number of supervisors an project officers for the two age-groups together will b over 600. The State Government has entrusted th training of these personnel to the Literacy Hous Lucknow, which plans to organise nine orientatio programmes of a ten-day duration beginning fro the first of March, 1975.

NATIONAL SYMPOSIA AND WORKSHOP

The Indian Adult Education Association has decided to devote the year 1975 for studies of various aspects of nonformal education. The following three studies are planned :

— A national workshop on nonformal education for school drop-outs to be organised in April 1975 in collaboration with the Bombay City Social Education Committee. This workshop will concentrate on the development of functional curricula for boys and girls who have dropped out of school and are at work in homes, farms and factories. It will also study the various teaching and learning methods appropriate for this group.

— A national symposium on nonformal education for the age-group 15-25 will be held in June/July 1975 in collaboration with the Karnatak State Adult Education Council, Mysore. The symposium will consider the different training programmes suitable for this group and on the development of curricula which will take into account variations in local environment, social and technological changes around the youth, elementary health and family planning practices, occupational status and the basic reading skills.

— A one-week training programme on the preparation of problem-oriented materials will be taken up in collaboration with the Literacy House, Lucknow. The Association hopes that this programme will throw up ideas and experiences which will be of benefit in implementing programmes of nonformal education in the country.

A MULTI-PURPOSE PROGRAMME IN RAJASTHAN

The State Government of Rajasthan has already started the programme of nonformal education in six districts : Kotah, Ajmer, Jaipur, Jodhpur, Udaipur and Bikaner.

The programme has two major elemenfs :

(a) nonformal and part-time education to children in the age-group 8-14 and youth of 15-20 who have received no schooling :

(b) continuing part-time education to the same groups of children and youth who have dropped out of the formal system at various stages, to allow multi-point lateral entry and to enable them to complete education up to class VIII.

Nonformal Education Programme

In the first phase the programme is being tried out in two areas in each of 6 districts at the divisional headquarters representing an urban milieu : and in one or two panchayat samitis in rural areas. Each district will start with 50 centres, 20 in the urban and 30 in the rural areas each. Each centre will organise two learning groups, one for the younger and the other for the older age-groups.

Continuing Education

This is a two-year programme intended for school drop-outs and will also cover the same age-groups. It has been started in two 'Continuing Education Centres' in each divisional headquarter with 12 classes in each centre, each class with 3 students.

In the second phase, the scheme is expected to be extended to more centres in each of these si districts and also to three new districts.

The curriculum will be environment-based flexible and suited to the interests of each group During the interim period, the programme is bein based on the existing primary school curriculum Three distinct environments are distinguishable : th agricultural districts of Ajmer and Udaipur ; th animal husbandry districts of Jodhpur and Bikaner and the industrial area of Kota. Curricula will als need to take into consideration the urban and rura interests. The formulation of the curriculum an learning materials has been entrusted to th Rajasthan Adult Education Association.

The responsibility for implementation is bein shared by the State Education Department an voluntary agencies. In some districts the sam agency administers both programmes and is provide with a full-time project officer, and two full-tim supervisors. Where the urban and rural areas ar administered by separate agencies, a full-time senio supervisor is in charge, assisted by one part-tim supervisor in urban areas and four part-time ones rural areas.

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AN EXPERIMENTAL PROGRAMME FOR THOSE WHO INTERRUPTED THEIR EDUCATION

The Board of Continuing Education set up recently in Tamil Nadu will be launching an experimental project of nonformal education for youth who have been dropped out of school courses either after class V or class VIII.

The *objects* of this projects are

- to improve the quality of the social and civic life of youth by giving them knowledge and social skills to handle situations which confront them in urban life;
- to open to youth, avenues for productive employment including self-employment;
- to experiment with and evaluate new subjects and methodologies appropriate to urban youth.

Two courses will be organised, each for 3 hours a day for 5 evenings each week, with facilities for private study on Saturday and Sunday.

One is a *preparatory* course for boys over 15 years of age, who have left school at any stage after class V. The courses of study will include functional Tamil, functional English, general mathematics, general science, elementry practical citizenship and craftwork or drawing. The duration of the course will vary according to the entry attainment and the rate of progress of the student.

The second is a *two-year consolidated course* for boys who have completed 18 years of age and who have left school at any stage after passing class VIII or who have completed the preparatory course. The course will include functional Tamil at a more advanced level with accent on written and spoken Tamil applicable in an industrial/urban environment, functional English with the same objectives, mathematics, applied science including laboratory work, practical citizenship, including implementation of projects, engineering drawing and practical geometry. The duration of the programme will be for two years but a student may choose to spread the course over a longer period, taking 2 or 3 subjects at a time. The classes will be run for not less than 220 days in the year including examinations.

The progress of the learner in the preparatory course will be assessed through assignments and six-monthly tests. Evaluation in the senior course will be through assignments, practical records, and six-monthly assessments.

Students satisfactorily completing the preparatory course will be given an *informal* Certificate and those passing out of the senior course will be given an ESLC (Evening School Leaving Certificate) which will be considered as equivalent to SSLC for purpose of admission to industrial training or for jobs in trades.

It is proposed to select the first batch of 75 to 80 learners from the slum areas of Mylapore and San Thome. The Municipal Corporation's School buildings will provide the accommobation for the evening classes.

INNOVATIVE IDEAS :

RECURRENT EDUCATION

The crisis in the educational system is compelling many societies to restructure their current institutional frame-work. Among the fundamental questions being raised are :

- Is a continuous process of schooling from preprimary through primary, secondary, and higher education, the best way to prepare individuals for their future role in society and to provide optimal opportunities for self-employment ?
- Is a continuous lengthening of the school period and hence continuous further expansion of the concurrent educational system the best way to respond to the increasingly important role of knowledge and abilities in a modern society ?

Only lifelong access to education can provide a viable alternative to further expansion of youth education.

The concept of *recurring education* arises from the demands of a rapidly changing technological society, the complexity of which demands that the individual has to keep learning throughout his life. Central to this concept is the principle that such learning cannot be acquired as a once-for-all-time 'permanent' activity, but has to be distributed over the life-span of an individual in a recurring way. This means a break from the present practice of a long uninterrupted pre-work period of full-time learning into an arrangement in which education will *alternate* with other activities of the individual, the chief of which will be work and leisure.

Recurrent education does not contemplate the demolition of an entire education system, but a gradual if radical transformation of the total educational framework to achieve two main objectives :

— to provide education during schooling period and after it, through informal, formal and nonformal ways;

— to bring about major changes in society political and economic institutions, education playing an instrumental and facilitating role.

The appeal of the recurrent education proposition lies in its claim to offer an alternative to the unlimited further expansion of the formal and youth oriented education system as well as making possible an earlier participation of the individual in society.

Recurrent education is truly a long-term educational strategy embracing the full range of educational provisions, formal and informal, for young people and adults and involving a gradual re-orientation of the present system and approaches to the needs and demands of the future.

For fuller discussion and clarification see :

(1) *Recurrent Education : A Strategy for Lifelong Learning*, Centre for Educational Research and Innovation, OECD, Paris.

(2) *Recurrent Education : A Plea for* Lifelong *Learning* Ed. : Vincent Honphton and Ken Richardson (Publ. Ward Lock Educational, London, 1974, pages 130)

THREE COMPONENTS OF A PROGRAMME FOR ADULTS IN HARYANA

The Education Department of Haryana is building up a well-conceived infrastructure for adult nonformal education. It consists of three major elements: (i) a functional literacy project (ii) general adult education programme; and (iii) the social education mobile squads.

The functional literacy project is in operation in five districts – Karnal, Ambala, Hissar, Rohtak and Gurgaon. In each district six blocks have been selected to be brought under the programme with ten villages in each block. The Block Education Officer, who is in charge of education at the block level is also in charge of the ten centres in each block. The District Project Officer is in full-time charge of the project at the district level. The leaders of the functional literacy centres are mostly primary sch teachers.

The adult education programme covers th districts with 100 centres in each district. The arran ment for supervison and control is more or l on the pattern of the functional literacy programm

The third component, namely, the social educ tion mobile squads is in operation in two districts Zind and Mohindergarh. 29 centres are covered – for men – with whole time teachers and supervis The teachers have been trained for one year and object of the programme is to make adults socia aware of and practically competent to deal w their day-to-day life problems.

At the State level, a department of no formal and adult education has been very recen created with its headquarters in the State Institute Education, Gurgaon. It is staffed with three profe sionals - one Director assisted by one officer in cha of nonformal education and the other in charge adult education. This deprtment will organise i service courses for field workers, writers' worksho for production of literature for neo-literates etc. T State is thus poised for a truly coordinated programn of adult and nonformal education in the Fifth Plan.

(We hope to report further success stori of this experiment in our subsequent issues.

...in India

INDIA CELEBRATES EIGHTH INTERNATIONAL LITERACY DAY

The International Literacy Day 1974 took on added significance in view of the emphasis that is being placed in the Fifth Plan on providing nonformal education facilities for large numbers of adults specially in the young groups. The following objectives were kept in view in the observance of the Day on September 8, 1974 :

- that the celebration should demonstrate unity of purpose in regard to the problem of eradication of illiteracy which, by virtue of its size and implications, is of concern to all;
- that the celebration should prove an occasion for reviewing the progress that has been made and deciding on further objectives for the gradual reduction and ultimate eradication of illiteracy and for highlighting illiteracy as a factor militating against the economic, social and cultural development of the people;
- that the celebration should serve as a demonstration of international cooperation in favour of literacy work throughout the world of which India is also a part;
- that the occasion should draw the attention of authorities at all levels, educators and the general public to the scope and implications of the literacy campaign;
- that the occasion should provide awareness of the urgent need to make the struggle against the scourge of illiteracy a matter of national priority and thereby impart a fresh impetus to literacy programmes;
- that the celebration should afford an opportunity for acquainting people, and particularly teachers and those in charge of literacy work, with new approaches, techniques and methods which are now available as a result of international experiences;
- that the celebration should provide occasion to launch action for total mobilisation o national, public and private resources includ ing the media to arouse public consiousnes about the evil effects of illiteracy on the one hand and to seek the active support of public opinion on the other;
- that the occasion should create an opportunity for the direct involvement of illiterate themselves in activities pertaining to the International Literacy Day;
- that the celebration should be treated as the most appropriate occasion for recognition of the good work done, services rendered and contributions made by individuals, institutions and organisations for their literacy work;
- that the celebration should serve as an opportunity to concentrate on formulation and implementation of programmes and activitie falling within the scope of the main programmes of nonformal education for the illiterate and semi-literate youth and adults, both urban and rural, and Farmers Functional Literacy Programme.

State Education Departments, State Universities, Nehru Yuvak Kendras, Departments of Adult Education in Universities, voluntary organisations, colleges of education, teacher training institutions, Unesco Clubs etc, participated in the observance of the Day and took up various programmes and projects in adult education.

Formal and informal meetings were held to emphasise the importance of adult literacy and the urgency for eradicating illiteracy among the masses. Mass rallies and processions were organised in towns and villages, compaigning for the promotion of literacy.

A number of organisations opened new adult literacy centres and classes.

Special literature was brought out, highlighting the significance of the Day.

Surveys for locating illiterates in specified areas were undertaken, to provide data for drawing up plans for adult education.

Film shows and other audio-visual techniques were used for the promotion of literacy campaigns on the Day.

A variety of cultural programmes supported the theme of eradication of illiteracy.

Exhibition of books, leaflets and other reading materials were organised for the benefit of neoliterates and semi-literates.

RURAL LIBRARY - CUM - LITERACY MOVEMENT IN KERALA

It is a common belief that illiteracy is not a problem in Kerala. However, 39.8 per cent of the population in the State (nearly 85 lakhs) are still illiterates. Of this, at least 48 lakhs are adults. Even in the heart of the State capital, Trivandrum, there are wards which have an illiteracy rate as high as 80%.

Libraries

The Kerala Grandhasala Sangham, a voluntary organisation established in the State in 1945, has been carrying out a literacy-cum-library movement in the rural areas of Kerala not only to eradicate illiteracy but to bring about a social and cultural change. Starting with 47 rural libraries, the Sangham has today a network of over 4,100 libraries which really serve as community centres for cultural and recreational activities, nursery classes, sports and arts programmes, discussion groups and radio clubs and farmers' forums. These libraries serve over 10 lakhs members with a circulation of nearly 2.5 lakhs books.

Literacy Programme

The ultimate aim of the programme is not only to make adults literate but to bring about attitudinal and behavioural changes ensuring better cooperation in improved and scientific health habits, nutrition, collective work, participation in developmental activities and in reducing antisocial habits and tensions etc.

A pilot project was started in December 1971 with 20 centres and with an enrolment of 900 learners in the age-group 15-40. Of these 800 completed the course and more than 80% could read and write to a fair standard. In the process 80 literacy workers —teachers, library workers, agriculture and law graduates were trained.

Expansion of the Programme

On the basis of an evaluation of this pilot effort, it was decided to expand the programme from six months to one year and from 150 hours to 300 hours. The second project was also confined to 20 centres in the same blocks. But 11 centres were substituted.

800 learners were enrolled and completed the course satisfactorily. In fact, their achievement level was far superior to that of the first batch.

The third project which began in June 1973 was for 10 new centres with 400 learners. Ten othe centres exclusively for women were started in coasta area of Trivandrum and Quilon districts with a enrolment of 800.

In all these areas there was a distinct change i attitudes among the learners. They showed greate interest in hygienic conditions-- personal and environmental, better food habits, making use of loca materials.

Books for Neo Literates

Two workshops were organised in 1972-1973 fo writing 50 books for neo-literates. 15 books hav come out and the rest are in press.

Bell Bicycle Library

This idea has been tried out in 50 villages i Cannanore district. House wives and Bidi worke have been attracted to the programme and the readi habits among the village population have bee increased. Useful books have been supplied whi will help in change of attitudes and modernisation.

Follow up Bi-Weekly

This periodical has been started as a follow for neo-literates. It is sent free of cost to all n literates. In 1973 the bi-weekly was converted i a weekly. This has been found to be a very effecti medium in maintaining literacy and in creating enquiring mind.

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TV LITERACY EXPERIMENT

In our last issue, we reported about an expe ment in using television for literacy work that w being planned in the city of Bombay. This is a joi effort of the Institute of Communication Arts, S Xavier College, the Bombay City Social Educati Committee and the Bombay Television Centre of A India Radio.

The programme went through as scheduled fr September 10 to December 31. The course consist of 90 class days each of 90 minutes: on 34 days television programme was broadcast; on other da the session was carried on by the literacy work The TV sessions were divided in three segments: 20-minute pre-telecast activity; a 20-minute te lesson; and a 15-minute post telecast teaching.

The first 20-minutes span was used by the cl room teacher to revise the previous day's lesson a to introduce and prepare the class for the com TV lesson.

The post telecast period was intended for d cussing, reinforcing and revising what was taught the tele-lesson.

The tele-lesson programme is a part of the 4-month literacy programme being implementated by the Bombay City Social Education Committeee in the city of Bombay. In most cases, the words given in the primer were those that were taught in the tele-lesson also. However, it was necessary sometimes to modify the situations or the words in the primer to make them more suitable for TV.

The 24 tele-lessons experiment consisted of a variety of formats in putting across the message: documentaries, songs, playlets, slides, question - answers, folk dramas. The literacy content of the lesson was either words which were introduced or taught or sentences which were used as reading exercises. The social education content was related to the literacy content.

The programme structure adopted the following sequence :

- introduction
- social education message
- teaching of new letters and words or words and sentences for unit reading
- recaptulation

The television presenter introduced, taught and acted as a link between the programmes.

A two-day round table discussion is being organised in February 1975 to evaluate the project and to plan further.

AGRICULTURE AND FAMILY LIFE EDUCATION IN EASTERN U.P.

The Eastern UP Adult Education Association has been striving for the past five years to share and disseminate knowledge and ideas concerning agriculture and family life through functional literacy programmes. With the help of educational institutions and voluntary organisations in Eastern UP and Western Bihar, it tries to create a "change-prone" group of individuals and institutions who will undertake to develop their community through programmes of adult education.

These institutions work in the surrounding villages from which the students are drawn. The programme works on the understanding that every institution sets aside half of its income or Rs. 4000 per year whichever is more, depending on the area or land it has, for adult education work. In return, the instutions are provided with necessary expertise for farm development.

The agricultural extension tries to ensure a permanent source of income to the institution and to link functional literacy with food production and with knowledge of latest agricultural practices.

Farmers' forums provide opportunities f discussing common problems faced by farmers an for updating their information on various aspec of agricultural production. Farmers fairs constitu an important activity to make farmers acquaint with new agricultural technology.

The Nibahi village has been the centre women's welfare work. Nearly 80 women have bee brought under the programme in various activiti including literacy-cum-embroidery classes, mainte ance of poultry farms and development of kitche garden.

With assistance from the Government of Indi functional literacy classes have been organised f farmers in 51 villages benefiting over 1700 men an women.

In the next five years, the Association has a ambitious scheme of functional literacy and you education combined with library services. Th Association hopes to bring 33,000 adults within th ambit of its programmes.

FILM ON FARMERS' FUNCTIONAL LITERACY PROJECT

The Directorate of Adult Education had some time back brought out a 16m.m. film on the Farmer's Functional Literacy Project in English. The film is now being dubbed into Hindi, Telugu, Gujarati, Marathi, Malayalam, Kannada, Assamese, Bengali, Punjabi, Tamil and Oriya. More prints are also being taken of the English version. All these films will be distributed to the Field Publicity Units in the different States for projection in the respective areas.

NATIONAL LITERACY CONFERENCE

The National Literacy Coordination Committee, Calcutta is organising a National Literacy Conference from February 22-25, 1975, to mobilise different agencies engaged in literacy work and to draw up a programme for developing a mass literacy campaign. A large number of representatives from the different States are expected to participate.

LITERACY TODAY
A PANORAMA OF ADULT LITERACY

ISSUED BY LITERACY HOUSE, P. O. ALAMBAGH, LUCKNOW - 226005: U. P. INDIA

Vol. 2, No. 6 NOVEMBER—DECEMBER 1974

NON-FORMAL EDUCATION A VOCATIONAL APPROACH

The present educational system in a large part of the world continues to turn out unemployable youth year after year without being heedful of social needs. Not that educationists are not aware of the educational maladies, but they seem to be helpless as the education which they have received in their youth was part of a system fashioned in a very different way. It is doubtful if, in the present circumstances of rapidly developing societies, they can contribute effectively towards the removal of these maladies.

This implies that a new band of workers should be produced and charged with educational responsibilities of a new nature. The new responsibilities call upon every individual, interested in educational reform, to create an atmosphere which should be non-formal in nature and woven into the process of life-long learning. In this system are included educational arrangements which are generally outside formal education. The beneficiaries of this system are both literate and illiterate persons; men and women; farmers and industrial workers—all of these are helped to find out practical solutions of their real problems with the help of discussions, demonstrations, exhibitions, study tours, etc. through courses of a productive (vocation-oriented) and un-productive (electoral education, language proficiency, cultural activities. etc.) nature. They are also helped to make their knowledge up to date, acquire required skills and be employed in productive activities. This system is not confined to redetermined boundaries of education sessions, school-building, examinations etc. Rather it is a life-long educational programme which can be repeated and suitably adjusted according to the needs and convenience of the people.

The non-formal educational system does not intend to drive away the formal education. It rather helps the formal education to minimise its dissociation with community-needs and produce educated youth who could be employed in productive activities of social and economic amelioration. It is not only concerned with the undoing of the harm of formal education but more positively attempts to integrate with it at all levels. It provides practical experiences after theoretical knowledge gained through formal education. It removes the educational deficiencies of drop-outs of formal education and places them in the main stream of further education. It employs educated school and college-going youth in its own activities and makes available its resource personnel to contribute to school-teaching. Keeping in view the rapidly deepening impact of the present educational crisis, non-formal education will have to take a vocation-oriented shape.

The present system of education does not prepare the youth for the application of his learning. A graduate in agriculture seldom turns out to be experienced farmer, or a graduate engineer an efficient technician.

Non-formal education may remove this deficiency by offering practical vocational courses to prepare youth for work and employment. Venues for such courses can be farms, homes, markets, factories and educational institutions. These courses will not only serve as productive units but as practical training centres.

2.3 "Non-Formal Education - A Vocational Approach," Literacy Today, A Panorama of Adult Literacy, (Lucknow, Literacy House) Nov.-Dec. 1974, p. 1-2

The dominent illiteracy problem in the developing countries has led the planners to give a high priority to literacy in the educational programme. As a matter of fact, rudimentary literacy skills, alone, although they play an important role in the developmental activities, are not going to help much. What is needed is to help enable the youth first to employ himself productively in vocation-oriented socio-economic programmes and to impart literacy to him afterwards at an appropriate time so that he can use it as a tool for gaining and retaining new skills and knowledge.

To achieve the desired goals in this direction, vocations should be identified, suitable instructional and learning materials prepared, techniques of imparting instruction developed and workers trained.

The industrial policy, if it encourages competition between small and big enterpreneurs and permits small-scale industries to be over-shadowed by big industrial groups, should undergo a drastic change specially in the developing countries. The new industrial policy should oblige the big industrialists not only to assist the small industries in efficient management and better functioning but also to utilise their products in their production processes. A clear-cut demarcation in respect of production of commodities by small and big enterprereures will encourage the growth of small industries in which the beneficiaries of non-formal education can be employed. This will solve the problem of un-employment to a great extent and pave the way for a socialistic pattern of society.

The vocation-oriented non-formal education will thus not only become a tool of educational reform but of social change as well.

NFE CELL

NON FORMAL EDUCATION PROGRAMME
IN MAHARASHTRA

ACTION PROGRAMME
F O R
1975 - 76

DIRECTORATE OF EDUCATION
MAHARASHTRA STATE
POONA - 411001.

NON FORMAL EDUCATION PROGRAMME IN MAHARASHTRA

- ACTION PROGRAMME for 1975-76

by Directorate of Education - Maharashtra State, Poona

I. Area to be covered

(a) Farmers' Functional Literacy Project is already introduced in 12 districts viz. Pune, Kolhapur, Sholapur, Thana, Kolaba, Jalgaon, Aurangabad, Parbhani, Buldhana, Akola, Amravati and Chandrapur. In each istrict 60 centres with 30 adults in each centre are opened. From 1975-76 central pattern of payment of remuneration to teachers, supervisors etc. is being adopted. This is also a part of Non-Formal Education Programme.

(b) Wardha District is already been selected for introducing Non-Formal Education Programme with 100 Centres and total enrollment of 3000 Adults.

(c) It is proposed to introduce during 1975-76, Post-Literacy Programme on the Wardha (Karanja) Pattern in 8 districts of the State. Even though this is a post literacy programme, it is proposed to cover all those adults within the age-group 15-25 who were made literate but have now relapsed into illiteracy. Provision of Rs.4,00,000 has already been made in the State Budget. The working of this scheme will be exactly on the lines of Non-Formal Education Programme. The districts proposed are:

(1) Sangli, (2) Ratnagiri, (3) Nasik, (4) Bhir, (5) Osmanabad, (6) Nanded, (7) Yeotmal and (8) Nagpur.

There will be 60 centres in each district with enrollment of 30 adults in each centre.

(d) With the aid of Sir Sasoon David Trust Fund, Farmers' Functional Literacy Programme is being implemented in two districts of Satara & Ahmednagar. There are 10 classes in each district with enrollment of 30 in each class. During 1975-76 we may adopt Wardha pattern in these two districts and start regular Non-Formal Education Centres in these districts

(e) Only two districts viz. Dhulia and Bhandara remain uncovered. It is, however, hoped that these may be selected by the Central Government for Farmers' Functional Literacy programme.

Total coverage will thus be as under:-

	Dists.	Blocks	Classes	Enrollment
(a) F.F.L.P.	12	72	720	21,600
(b) Wardha	1	3	100	3,000
(c) State Post-Literacy	8	48	480	14,400
(d) Sir Sasoon scheme	2	2	20	600

(The State Government's original scheme of eradication of illiteracy is being implemented as in the past).

II. DEVELOPMENT OF A MODEL BLOCK IN EACH DISTRICT :

'Non Formal Education Cell' recently formed by the Director of Education will select one block from each District for developing a model pattern that could be adopted by the District authorities in other blocks. In the first phase 8 districts selected for State's Post Literacy scheme and 2 districts of Sir Sassoon David Trust Funds will be taken up. Wardha District is also to be covered under the centre's programme. The remaining 12 districts of Farmers Funutional Literacy Programme will be taken up immediately after the completion of the first phase.

III. ACTION PROGRAMME FOR 'MODEL BLOCK'

(A) Identification of a block :-

Director of Education has already undertaken a survey of illiterate adults within the age-group 15-25 in December 1974. These survey reports will be checked and classified either at the Directorate or at the district H.Q. on the basis of these results and in consultation with the district Officers one block will be identified. For this purpose a small discussion group of following Officers at the District H.Q. will be formed :-

i) Education Officer
ii) Dy.Chief Executive Officer
iii) Dy.Chief Executive Officer Planning
iv) Medical Officer of Health.
v) Agricultural Development Officer.
vi) Animal Husbandry Officer.
vii) Executive Engineer.
viii) Industries Officer.

Co-operation and help of all these Officers is essential as block level officers of the respective sections work as per their technical guidance.

After a general discussion meeting of about one hour at the District H.Q. and subsequent informal discussion with the concerned non-officials, the Officer of this Directorate will visit the Block H.Q. alongwith one officer of the District Education Office.

(B) Identification of Centres :

(1) At the Block H. Q. a discussion group of following Officers will be formed ;-

i) Block Development Officer,
ii) Medical Officer,
iii) Dy.Engineer,
iv) Extension Officer - Animal Husbandary

vii) Extension Offer - Education,
viii) Lady Social Education Officer
(and male Social Education Officer in Vidarbha).

Discussion points :-

General outline of the programme, village-wise no.of illiterates in the age-group 15-25, availability of natural resources, existing pattern of occupations, general pattern of land holdings, employment potential, feasible occupational skills that could be introduced and 10 centres to be selected for the programme.

(2) After these preliminary discussions and tentative identification of 10 centres, on the spot study of these centres will be done by actual visits to them. This will take about 3 days time. Nature of visits will be as under :

i) Informal discussion with the illiterate, and literate adults and knowledgeable people to identify the occupational skills that they desire.

ii) Detailed survey of clientele in the forms used in Wardha project.

iii) Identification of a class-room for accommodating the centre, lighting arrangements, etc.

iv) Selection of a teacher for the centre.

v) Ascertaining the suitability of daily-timings of the centre, weekly holiday, special holiday-periods.

vi) Forming of a working cell at each village consisting of.

Head Master of primary school, High school (if any), Gram Sevak, Agriculture Assistant, Secretary of Gram Panchayat Secretary of Co-operative Society, Chairman of Tarun Mandal and Mahila Mandal, Live Stock, Supervisor, overseer or Mate (if related skill is introduced). Medical Officer (or Nurse or health visitor or health educator).

This group will work as resource personnel and help the adults in completing the units with which they may be concerned.

(3) At the end of these visits, the Block Level Group will again meet at the Block H.Q. and finalise the following issues :-

i) Selection of 10 centres.

iii) Selection of 10 instructors for occupational skills.

iv) Detailed arrangement for co-ordinating the teaching of other units covering life related topics such as health common diseases, child care, nutrition, population education, daily games and physical exercises, leadership training, medical examination, social and cultural programmes, etc.

v) Selection of supervisory officer from among the Extension Officers (Education) in the Block.

(C) DISTRICT LEVEL MEETING :

After the Block-level action, the procedure adopted in identifying 10 centres, and other related arrangement will be discussed with the Education Officer and other available officers of concerned Departments. The Education Officer will be then advised to initiate action in other blocks of the district on these lines and finalise the arrangements in these blocks within 2 weeks' time. These proposals will be submitted to the Directorate for approval.

(D) FINAL APPROVAL BY THE D.E. :

After these 'on the spot studies' of all the 10 districts by the officers of 'NFE CELL', the proposals will be discussed and finalised, with necessary modifications etc. in a meeting with the Director of Education.

If the proposals of other blocks are received by that time, the same will be discussed and finalised in the said meeting. Otherwise these will be subsequently approved on the lines of the decisions taken in the meeting.

(III) TIME SCHEDULE :

Allotment of Districts for visits will be made as under :-

i) Shri M.K.Pandhe :- Nagpur and Yeotmal

ii) Shri S.D.Salunkhe :- Nasik and Bhir

iii) Shri K.K.Jadhav :- Osmanabad, Nanded and Ahmednagar.

iv) Shri S.N.Patil :- Sangli and Ratnagiri and Satara.

(a) D.O. letters to Education Officers regarding the broad outline of the proposed programme by the Director of Education.	3rd week or 4th week of June 1975.
(b) Visits to the allotted districts and selected blocks for finalising the pilot projects.	1st to 20th July, 1975.
(c) Meeting with the D.E.	4th week of

(iv) CURRICULUM FRAMING :-

This will consist broadly of :

(a) Basic Literacy

(b) Occupational skills that may have been identified in the initial survey by the Cell.

and

(c) related topics such as health, common deseases, individual and public sanitation, child care, nutrition, population education, leadership training, games and physical exercises, social and cultural programmes.

(a) Course in basic literacy has already been developed for Wardha Project. The same with some modifications, will be adopted in all the districts.

For this purpose flash cards will have to be got printed in sufficient number. A proposal is being submitted to Government and will be pursued.

(b) It is likely that some occupational skills introduced in Wardha Project viz. Masonry, Carpentary and Dairy, Poultry-sheep rearing are identified in other blocks also. Syllabus and unit planning are already prepared.and could be used.

However, syllabus and unit planning in some other skill areas may have to be prepared. For example in Ratnagiri district some new skills may be considered more practicable.

It is proposed to organise a State level work-shop at Pune for preparing the syllabi and unit-planning. For this purpose following persons will be invited :-

i) One Dy. Education Officer each and one trained graduate Extension Officer (Education) or Social Education organisor each from all the 10 districts.

ii) Experts in the respective occupational skills.

iii) Some experts from health Department.

iv) 4 Officers of the Cell.

Duration : 6 days.

Time : First week of August, 1975

Agency : Maharashtra State Social Education Committee

Funds : Out of the allotment sanctioned by the Central Govt.

(V) TRAINING OF SUPERVISORY OFFICERS :

It is necessary to organise a state level training course of supervisory officers immediately after the curriculum, syllabus and unit planning phase is completed. The details may be as under :.

i) Personnel to be : 1 Dy.Education Officer and 6 Extension Officers from each district. 60
7 X 8 = 56

For Satara & Ahmednagar } 2 X 2 = 4

ii) Duration : 6 days.

iii) Time : 3rd or 4th week of August 1975.

iv) Venue : State Institute of Education, Pune.

v) Agency : Maharashtra State Social Education Committee.

vi) Funds : Out of the allotment sanctioned by the Central Government.

vii) Broad outline of the syllabus for training course :

(a) Outline of the Non-Formal Education Programme

(b) Selection of a particular age-group

(c) Detail study of the curriculum and unit planning.

(d) Basic literacy : new methodology
Theory and practice including practice teaching.

(e) Records and registers.

(f) Duties of supervisors.

(g) Daily routine of N.F.E Centre.

(h) Agencies involved in the programme at villagem level, at block level and at district level.

(i) Financial pattern.

(j) Evaluation.

(VI) PREPARATION OF PRIMERS :

The issue may be decided by the Director of Education,

The work of centres could start with the help of (planned units).

(VII) TRAINING OF TEACHERS :-

There is a provision for such training in our budget Some funds will have to be found out for Satara And Ahmednagar districts.

These courses could be organised at block level or district level by the Supervisory Officers trained at the State level. Duration of the course will be 6 days. Syllabus will be on the same lines as for supervisors. More stress will be laid on Methodology, village level co-operation, daily routine, etc. Detailed syllabus will be prepared by the CELL in due course. This course will be conducted during the first fortnight of September, 1975.

VIII) INTRODUCTION OF THE PROGRAMME :-

Immediately after the completion of Teachers Training Non Formal Education Programme will be started in all the districts on or about 15th September 1975 and will be completed by 15th March, 1976.

(IX) EVALUATION :-

This will be undertaken during the second fortnight of March, 1976.

Details regarding follow up visits, on going evaluation procedure and final evaluation will be formulated later on.

(X) FARMERS' FUNCTIONAL LITERACY PROGRAMME :-

Action programme for Farmers Functional Literacy Programme in 12 districts will be taken up from October 1975. Scheme in this respect will be prepared and submitted for approval of the Director of Education.

However action on the following points has already been initiated by the Directorate :

i) Identification 60 centres.

ii) Selection of Teachers

iii) Selection of Supervisors.

.....8.....

Training programme of all the district level Officers of Education and Agriculture Departments will be taken up as soon as Government approval to our proposal is received . Separate funds are available for this. After this State level training course district level courses will also be organised. These proposals are being personally pursued.

(CHITRA NAIK)
Director of Education.

3. VOLUNTARY ORGANIZATIONS

The Role of Voluntary Organisations:

Have non-governmental or voluntary organisations special capability for adult education for farmers? The experience of most European countries particularly the Scandinavian group, Denmark, Sweden and Norway, and of Japan shows that cooperative societies of farmers, fishermen etc., are the most efficient agencies for the training of primary producers largely because they combine this function with that of supplying inputs, providing customs services (for anti-pest operations for land development and machines etc) and in many cases, with the purchase and marketing of farmers' produce.

In those countries, the strength of the cooperatives lies also in the efficient management cadre, though voluntary. The cooperative societies take care to employ wholetime paid staff. This staff has the competence to organise training facilities for farmers, to act as intermediaries between farmers and agricultural specialists. Their own proficiency in credit matters enables them to help farmers in understanding and interpreting credit programmes. The society thus is a primary training group for all member farmers and not merely for those who are office bearers.

Japan offers perhaps the best example of how in a populous country with small holdings and in the context of a transition from landlordism and semi-feudal practices to individual ownership by small farmers engaged in intensive and mixed farming, the cooperative organisations have emerged as the sheet anchor of a burgeoning agricultural economy. The leadership to farmers is provided by the cooperatives. A Unit cooperative has usually a large membership, of nearly 6,000 members. It has generally six departments and covers credit, custom services, supplies, marketing, life-insurance and leadership. Some have special department for feed development.

An important function of the Unit cooperatives is to help every member-farmer prepare his Farm Plan. This process is indirectly a kind of training in farm-management and is the basis of the farmers' operation in all stages. The cooperative has a specific interest in the preparation of a sound and accurate farm plan for that is the basis of its calculations of the year-long transactions of supplies, marketing, and projections, of imports of raw material (*e.g.* maize for the manufacture of feeds) and exports of the farmers' produce. Mutual self-interest is at the root of the learning process.

3.1 J. C. Mathur, "The Role of Voluntary Organizations," in Adult Education for Farmers in a Developing Society, Delhi, Adult Education Association, August 1972, p. 172-185

A number of Unit cooperatives are affiliated to the prefecture-level centre which is run by the association of the cooperative Units of the prefecture. The centre is also a kind of a branch of the National Purchasing Federation of Agricultural Cooperative Association ("ZENKOREN" in short). It is often a combination of technical service, adaptive research and training. The adaptive research institute has a link with the national level research institutes and with government's district extension staff.

Thus the centre because of its composite character and because it offers within easy access of most farmers several facilities, is able to perform more than one kind of training to groups and individual members of the cooperatives. Every centre normally has laboratories for the testing of chemicals (pesticides), fertilizers, food products, feeds and machinery and certifying them for farmers' use. When field problems are reported these laboratories may try to tackle them initially. If they fail owing to the complexity of the problem, they would refer the matter alone with necessary technical details to the national research institute. The laboratory of the Centre creates a learning environment for the farmers of the prefecture.

Several courses for young farmers are conducted at the Centres. A popular course is that on repairs of agricultural machinery. Considering the importance of innovation in machinery suitable for small farmers, the Centre has also usually an exhibition of latest implements and devices. The Centre also maintains machinery in common use. Thus 20 farmers may share a large rice-thresher kept at the Centre. Since cooperative Units also sell consumer goods and T.V., sets, prefecture centre may run courses on repair and maintenance of T.V., sets or other complex machinery for consumer use.

Capital and loans for much of the equipment and other needs are provided by the National Federation (Zenkoren). There were in 1970 two cooperative federations at the national level one for marketing and another for purchases,—but there was a talk of their merger.

What stands in the way of a country like India having the cooperative system play a central role in agricultural development and training? India has a National Cooperative Federation with sizeable funds for new projects provided by government. It has also a National Agricultural Marketing Federation. The number of cooperative societies has gone up also.

One of the principal reasons for the uneven role of the cooperative structure in agricultural development has been that the private money lender and the private food trade are both deeply and traditionally entrenched in the countryside. They constitute an all pervasive and often elusive vested interest against the cooperatives getting into strides. Moreover after independence with the abolition of Zemindaris and tenure-holders (intermediaries between tenants and governments), many of these intermediaries owning large personal lands found it advantageous to form cooperatives with the minimum required membership consisting mainly of their agnates and relatives : these 'cooperatives' readily grabbed the liberal assistance and loans that governments in free India, keen to develop the cooperative movement, offered. Again the growth of the cooperative movement in India since 1905 had been blighted by fragmental approach at the Unit-level. First there were only the Credit cooperatives which in a static agricultural economy, only encouraged diversion of agricultural loans into other domestic uses and ceremonials. Recoveries in a rigorous way scared the peasantry and eventually the very word cooperative was identified with a relentless mechanism to deprive the debtor of his property and belongings in lieu of arears. Sugarcane cooperatives started well, but soon in many parts of the country they became citadels of local political power. Office-bearers used the society funds and position for building their position in local Panchayat institutions and in the election tactics for state legislatures. Consumer cooperatives have mostly drifted into uneconomic operations, their losses becoming a headache for governments. Market cooperatives, joint farming cooperatives, forestry cooperatives all have run their course and because of their limited fragmentary character and want of adequate operational links with sister bodies, they have often become sorry spectacles of inefficiency and corruption.

Not that the cooperative movement all over India has had such fate. On the contrary there are outstanding examples of successes particularly in Maharashtra, Gujarat and parts of Mysore and Tamilnad. Perhaps the best results have been obtained wherever cooperatives were developed in response to a new market for commodities that could be produced by members. Thus the highly efficient and famous network of Milk cooperatives in the Kaira district of Gujarat at Anand, owes its phenomenal growth to the assured and growing market for milk and milk products in Bombay and later in the armed forces. The Kaira cooperatives are also excellent examples of multipurpose functioning at the Unit-level backed by a meticulous system and unmistakable business lines on which the apex organisation is run. The multipurpose role also accounts for the success of outstanding cooperative organisations such as the one in Uruli-kanchan in Maharashtra and Mandya in Mysore. In the former it is the missionary spirit of the leadership and in the latter the business acumen that have sustained the cooperatives.

These and other successful cooperative institutions in the country have played a distinct role in educating their members on both the occupational and the business sides. Organised training has in India been, mostly confined to the executives of the cooperatives and the personnel employed by Government in promoting the cooperative movement. Most of the courses have been organised directly or indirectly at the instance of the National Cooperative Development Corporation and under a number of schemes of the cooperative department. Few cooperative institutions themselves out of their earnings. One of the exceptions is the Kaira District Milk Cooperative Union which in most respects is comparable to some of the best cooperative agencies in the world.

However the overall picture is of a government dominated cooperative movement showing only occasional and rather rare signs of local initiative. Does it mean that the cooperative movement has an uncertain if not a dismal future in India? There are strong reasons to believe that this would be an unjustifiably pessimistic outlook. As the 'Green Revolution' spread to the small farms, fishermen, poultry men and milk producers etc., the need for organisations getting them together would grow. But what India seems to need today is a crop of 'transitional' organisations. These can be associations of areas, institutions and occupations. These associations will have to be more flexible than cooperatives, more accommodating to the small men, more bold in trusting farmers and in planning and implementing investment programmes. They will be more rooted to the soils. All this they can be if their organisations could be undertaken by voluntary institutions inspired by ideology and dedicated to the service and progress of the people.

Let us examine the background of such voluntary institutions in the country and how in recent years they seem to be making a decisive entry in the agricultural field. One of the manifestations of the revolution in Indian agriculture has been the new role of voluntary organisations as agencies for organising production-cum-training programme on the field. This is a role of far reaching significance in the process of communication with and training of farmers and primary producers of agricultural commodities. In order to understand the significance of this role, it is necessary to identify objectively the characteristics of voluntary organisations for rural development and training during the Gandhian phase of India's recent history and also to see how those characteristics have had to undergo change under the pressure of necessity.

Though during the Gandhian phase most voluntary organisations worked with the object to bring about overall development in the rural areas, few of those organisations were concerned with agricultural technology. The tendency was to regard agriculture as a way of life and as a subsistence activity for the poor people that could not support them and had therefore to be supplemented by cottage industries and homecrafts. In that stage of agricultural technology, the concept of investment-oriented agriculture seemed to be remote and unpractical.

Gandhian ideology also emphasised the duty of the better off people towards the have-nots. In a sense it was essentially an elite approach to the villagers, *i.e.*, one based upon helping the villager from above, passing on to him new ideas and working among them in a spirit of self-sacrifice. Thus the duty of the educated among the Indians was to impart education to the illiterates, the duty of the caste people to uplift the Harijans. The poor and the denied were hardly in a position to help themselves. Not much attention was given to organise them for this purpose. It was paradoxically enough not a self-help ideology. One other circumstance is relevant. While Mahatma Gandhi trained constructive workers at the Ashrama, every mass movement that he initiated meant a suspension of the constructive activities and often when he resumed them in the intervals between two movements he would even begin afresh at an altogether different campus.

Between Mahatma Gandhi the teacher-communicator and Mahatma Gandhi the leader-communicator there is a clear distinction that was often blurred by this sequence. Struggle (against this British), followed by internal constructive activities, thereafter again struggle. Without observing this sequence most people could see only one aspect of his communication process *i.e.*, as the patriotic leader who mobilized rural masses into non-violent action that baffled the British Government. This mobilization was done through massive public meetings, through marches led by the Mahatma, through fasts and similar other acts that dramatized situation and enabled him to communicate with the the people at one stroke, as it were. The other role of the Mahatma as the teacher-communicator was very different. The process there was specific, attention was given to details, instructions were clear cut and meant to be acted upon. The organisations and agencies set up for implementation were functional, with precise rules. Communication was directed towards individuals engaged in specific activities. The collected works of the Mahatma are full of guidelines on such diverse matters as the ideal way of travelling III Class, use of human refuse as organic manure, nature cure for common ailments, how to write the diary, nutritious food etc.

As teacher-communicator, Gandhiji devised the Basic System of Education for children. The theory of Basic education is based upon the correlation between the learner's mind and hands. Work such as spinning, weaving and kitchen gardening provided opportunities to the teachers to lead his pupils on to arithmetic, reading, writing, geometry, economics, geography etc. But this technique was not adopted in the area where it had logically far better chances of success, namely, the education of adults. Had the programme of adult education attempted in Gandhiji's life-time primarily as a literacy campaign, been based upon the theory of correlation the training of adult farmers would have been part and parcel of a movement towards better agriculture and higher incomes for the farmer.

In this role, Gandhiji set up a number of voluntary institutions on a national basis such as the all-India Charkha Sangh and the Hindustani Talimi Sangh. No organisation was formed for farmers only and the field was left to some left-wing parties to develop organisations of the Trade Union type to conduct struggles regarding land reforms. During the years immediately following Independence, these Gandhian organisations went into the doldrums and most constructive workers found an escape in the pada-yatra missions of Acharya Vinoba Bhave. They got out of touch with the change that was coming over the country-side and were disillusioned to see that some of their oft repeated theories such as exclusive use of organic manure were being upset.

The above analysis of the voluntary institutions during the Gandhian phase is not meant to be a criticism but essentially the analysis of a historical phenomena. What is more important for today's worker is to spot those aspects of the Gandhian approach that are relevant today. Of these the most important seems to be not to approach rural development and the question of the training of the rural people through a pre-determined process based upon sociological types and even economic behaviorism. Typology and sociological and economic principles should follow evaluation and analysis. The Gandhian approach was primarily a pragmatic approach based upon the exigencies and demands of the situation.

Indeed the worker has to base his programme upon the needs of the *moment* and the *situation*. By the moment is meant a specific set of circumstances that can generate the process of development. By 'situation' is meant the identification of specific problems in a particular local area and to look for a workable solution of those problems. Thus the Gandhian action is not so much a long range plan of action, but a time-bound programme of activities. This unquestionably brings the workers to grips with a local situation as against his pre-occupation with theories and inferences. This pragmatic approach has to be demonstrated increasingly in specific situations because otherwise the Gandhian workers runs the risk of being inundated with theoretical premises.

Historically one can date the revival of the role of the constructive Gandhian worker to the years following the Bihar drought of 1966-67. Until then the Gandhian type of field constructive activities had been at a discount in Free India and the Gandhian worker had been elipsed for various reasons. Outside the Gandhian circles there were two kinds of voluntary organisations. One, the Missions, that were concerned with charity. Most of these are Christian missions though there are others too like the Ramakrishna Mission and the Marwari Relief Society. The second category of organisations were the centre-based, 'umbrella' type of organisations. Their centre would be at the capital and they would be concerned with a large number of activities for which they were themselves not directly responsible. Some of them sought to build up pyramids from the top which in its turn led to a structure not very different from that of Government organisations.

What were the factors that led in India to the appearance of a different kind of voluntary organisations? It was not merely the result of the Bihar drought though that did lead to some heart-searching. It appears that the experience of the Community Development programme made people wary of the so-called community action in the name of which a new kind of middle-man began to operate. Community Development action led sometimes to the emergence of village contractors, most of whom were former petty zamindars or their gomashtas. These people, already in power in the counteryside became even more powerful and were able to continue their influential position. They got rich by building culverts, block-buildings, village roads etc., in the name of the village community. The small man had thus nobody to guide him and help him but many more to exploit him.

Another inadequacy of the C. D, programme in the fifties was that the Village Level Worker turned out to be a generalist extension agent who could not command the confidence of the farmer for want of specific expertise. The inadequacy of the generalist type of extension agent became even more apparent as agricultural technology grew more complex.

Thirdly, the small farmer felt even more left out when the new technology of the high yielding varieties programme in certain parts of the country lent urgency to input availability and increased the volume of the inputs, credit needs, etc. There was no agency that could put the small farmer into touch with the authorities that would provide inputs and meet his credit needs. Again, tardiness in the implementation of land reforms resulted in the identification of the better-off farmers with local political power while the small cultivators found access to inputs denied to him ; the first preference for credit continued to be given to documentary evidence of ownership over land or giving it on mortagage in order to obtain loans etc.

In this environment the Gandhian type of dedicated social worker was eclipsed by the politically influential *novo rich*. It was the latter who could command resources for arranging visits of political superiors. No wonder tqat in the mid-sixties the necessity for new or transformed voluntary field organisations was felt. Such organisations devoted particularly to agricultural production and connected activities have been in operation for the last 5 or 6 years in India. It is possible to analyse the factors that make them effective. These characteristics may not necessarily be shared by all these organisations, but they are the 'infrastructure' upon which the framework seems to have been built.

These voluntary field organisations seem to succeed because they operate in small, compact, local, rural areas rather than seek to develop a programme in a dispersed way over a large region or zone. The compact operations enable them to keep activities under proper control and review. Quite a few of these are societies registered under the 1861 Act which enable them to seek exemption from the levy of income tax on their funds. Generally, there is resistance to forming cooperatives except in those parts of the country where traditionally cooperatives have succeeded.

What is the kind of programme that they prefer? Generally these are programmes of promotion of agricultural development blended with the training of prospective beneficiaries through participational groups. In other words, they do not aim at increasing production on the basis of target-fulfilment. Nor do they think in terms of having short courses of training that do not arise from production activities. The training itself seeks to serve the production needs and it does so through field agencies of small groups of beneficiaries.

These new constructive voluntary organisations depend for their resources and funds not so much on Government but upon various non-Governmental organisations, including those from foreign countries, and also industrial and manufacturing firms in India. In this respect these organisations have benefited from their association with the Freedom From Hunger Campaign Society under the Ministry of Agriculture. This Society also facilitates coordination among voluntary organisations.

The leadership of these organisations is now increasingly in the hands of persons who are not just generalist organisers. Quite a few among them are people with distinct technical expertise and understanding. Some are engineers, some are agronomists, some are poultry experts. It is for this reason that they command the attention of the villagers.

Politically these new organisations are neutral. They seek the interest of and help from Governments and administrations regardless of their political views. They also try to use their personal influence for meeting developmental needs. But the influence is personal rather than through the party. Though these organisations seek help for meeting their non-recurring and capital expenses, they also, at the same time, seek to undertake activities that would generate funds for meeting their recurring expenses. It may be a commercial activity which might increase income from the farm. Income might accrue from customs service provided to farmers. This is undoubtedly a welcome trend as it gives them economic stability and independence. Another feature of the activities of these constructive organisations is that while they give first attention to the needs of small farmers in the implementation of the programme, they take care not to isolate the small farmer from the prosperous ones. They seek to maintain the goodwill of all sections of society in the compact area and thus achieve results for the entire population.

Since 1966 some interesting programmes undertaken by these non-Governmental institutions have been noticed. The Malwa Water Development Society, Indore which has a non-Governmental committee under the chairmanship of a retired officer, has done excellent work in developing ground water resources. Its team is technically competent and is able to pay its way. Another organisation that has concentrated on ground water exploitation is the Tubewells Development Organisation in Turkaulia, in Champaran district of Bihar, and the Bihar Relief Association which under Jaya Prakash Narayan's guidance operates on a much larger scale.

The development of fishermen's boats by a small Fishermen Centre, Mutton (Tamil Nadu) deserves mention. This organisation started at the instance of a Belgian Engineer, has been able to mount engines on catamaren boats, giving a rich dividend to the small primitive fisherman who has increased his income considerably. The D.A.V. College trust has been organising development of the tribal people in Orissa, one of its centres being near Rourkela and another in Koraput. This Society has been concentrating on land development and minor irrigation, the nucleus of its funds, a sum of Rs. 1 lakh was donated initially by Dr. A.N. Khosla. These funds have been supplemented by substantial assistance from the FFHC. The Uruli Kanchan Cooperative Society in Maharashtra has concentrated on the organisation of animal husbandry and cattle development activities. The Vaisali Area Small Farmers' Association has undertaken the drilling of tubewells and a programme of improving cropping pattern among small farmers in North Bihar. The Rama Krishna Mission Centre in Narendrapur in Howrah District has organised an excellent programme of poultry development. The Uttarakhand Nidhi in the Almora district of U.P. is concentrating on horticulture and mushrooms. The Mitra-niketan near Trivandrum in Kerala has a noteworthy programme of cattle development, poultry and crops. AVARD which is an Association of Volutary Organisations undertook a programme of minor irrigation based upon food for work in Hazaribagh district. The Andhra Mahila Sabha at Hyderabad has organised a Farmers' Training and Functional Literacy Programme for women in the Mahboobnagar District of Andhra Pradesh.

There are several other organisations that have been engaged in these activities which have grown during the last 5 or 6 years. The interesting thing is the large variety of constructive activities and beneficiaries for field work opened out by such programmes.

In the process of undertaking such programmes by these organisations numerous problems have come up. These problems have to be tackled with care and forethought. The first problem is that of having a cadre of qualified field workers. These field workers as stated earlier have to be different from the generalist and dedicated type of organisers. They have to be technically qualified and not merely ideologically inspired. They should be able to understand complex circulars, rules, laws and proforma that the farmers and fishermen have to tackle for organising their programmes. These forms etc., can be a challenge even to experienced government officers. The voluntary workers should not be identified with local group interests; yet they should be able to know the needs of those interests. They should not be worried by personal and family financial problems. Again they should have a good knowledge of the principles of communication with the villagers and of training and adult pedagogics. They should have the confidence and patience to pursue matters with Government departments, banks, commercial firms etc.

How has this cadre to be organised? One possibility could be to create a special fund in the nature of a Foundation. The interest from the Foundation funds can be used for meeting the expenses of voluntary workers. Experience of FFHC society shows that on a voluntary worker, it is necessary to spend about Rs. 500 p.m. so that he may have reasonable conditions of living far away from his home, and should not have to depend upon local charities for his peronal convenience. This cost is much less than what is spent on Peace Corps Volunteers and other foreign volunteers.

Funds from available sources could also be used for building up centres for training and orientation of these workers.

Another problem is that local organisations that are brought into existence as a result of the efforts of the voluntary workers should have regular guidance from research centres and institutions so that they could be effective with the villagers. They should also have a forum of information regarding the experience of other organisations.

A headache for organisers of voluntary institutions is to get work done for their institutions in Government offices. Every state Government should have one individual who could be a point of contact for voluntary workers so that they do not have to knock from one door to another. To him the volunteer worker could go for guidance and help in expeditious disposal of applications and proposals. Unless something of this kind is done, the departmental fragmentation characteristic of most administrations is bound to exasperate voluntary workers. Today the lack of communication among different limbs of Government causes frequent set-backs to programmes of non-government organisations.

In the long run what would sustain the voluntary organisations engaged in these activities would be their impatience for concrete results. Indignation with status quo is often an engine for change. The participational approach to the people rather than an attitude to help the villager from above would always lend strength to their effort. Externally their strength would lie in the attitude of a benign and active administration rather than one plagued with suspicion and indifference.

SCHEME OF ASSISTANCE TO VOLUNTARY ORGANIZATIONS WORKING IN THE FIELD OF ADULT EDUCATION

Introduction

In our efforts to achieve rapid social and economic development in India, high illiteracy among the population has been and still is one of the major handicaps. Today, two out of every three Indians are illiterate. This is not only a serious hindrance to modernisation and industrial development but also a stumbling block in the proper working of democratic institutions. In a democracy the citizen has to exercise his rights intelligently and perform his duties efficiently for which a minimum of education is essential and literacy is, therefore, indispensable. Inspite of the efforts made since Independence both by the Government and the voluntary organisations in the field of adult literacy, the actual number of adult illiterates has been increasing by about 4 million every year.

2. The significant contribution of the human factor to rapid economic development has been recognised in India only lately. This should have received greater attention and emphasis as efficiency and productivity of the workers, whether on the farms or in the factories, are influenced by their ability to acquire knowledge and skills through further education, training and re-training. If the worker is to adjust himself to the changing pattern of society and if he is to have a better understanding of his role in the emerging social order, he is in need of further education.

3. Expansion of knowledge takes place at such a fast rate that every educated person needs continuing education to be able to keep up with the current developments in his own field as well as in other fields in which he is interested. Thus, the major task of adult education in India today relates to :

(*i*) Speedy reduction of illiteracy and linking literacy to agricultural and industrial production.

(*ii*) Provision of reading materials to new literates and the public at large.

(*iii*) Providing opportunities for further education and training to workers of all categories.

(*iv*) Organizing programmes for continuing education for the professional people.

4. The need for these programmes has been felt by one and all, but the country does not have the resources for such Adult Education programmes and, therefore, the resources and facilities available with the voluntary organisations in the country, which have played a significant role in the development of education in India, should be used. The main assets of the voluntary organisations are the capacity (a) to enlist the services of devoted educationists, (b) to tap private financial resources for the development of education, and (c) to conduct educational experiments with the personnel they can command and on account of the greater academic and administrative freedom they ordinarily enjoy. Their main handicap is the inadequacy of financial resources available; and this inadequacy is increasing continually because private charity is being spread thinly over an ever increasing number of voluntary organisations.

5. The Government of India feel that voluntary educational organisations can play a very vital part in the re-construction of education if their three principal assets are developed to the full and their principal handicap is removed through special financial assistance. The Scheme of Assistance to Voluntary Organisations working in the field of Adult Education is designed to serve this purpose. Another aim of the Scheme is to establish a link between the voluntary organisations and the technical expertise in the field of adult education.

6. The Scheme was started in the First Five Year Plan and was continued with expanded scope in the Second and Third Five Year Plans. It has been included in the Fourth Five Year Plan also with an expanded scope and further liberalisation regarding financial assistance.

7. Definition of Voluntary Organisations

(*a*) Registered societies, public trusts and non-profit making companies only would be eligible for assistance. Organisations which are not legally formed would not normally be entitled to assistance. If, however, in rural areas organisations without a legal personality are formed owing to practical difficulties, they may be recognised for purposes of grant under a certificate from the Collector/Deputy Commissioner that they are bonafide organisations. Further, in such cases the bond should be accompanied with two sureties.

3.2 Ministry of Education, "Scheme of Assistance to Voluntary Organizations Working in the Field of Adult Education," New Delhi, Ministry of Education and Youth Services, Government of India, 1970, p. 1-4 +

Note : Grants for preparation and production of literature may be given to individuals also in exceptional cases.

(*b*) In order to be eligible for financial assistance under the Scheme, an institution/organisation should possess the following characteristics :—

(*i*) It should be a recognised institution (where such recognition is required for securing grant from the State Government);

(*ii*) It should have a properly constituted Managing Body with its powers, duties and responsibilities clearly defined and laid down in a written constitution;

(*iii*) It should ordinarily have been engaged in adult education work for a minimum period of three years prior to the request for grant-in-aid under the Scheme;

(*iv*) Its financial position should be sound;

(*v*) It should have facilities, resources, personnel and experience to initiate the project for which the grant is required;

(*vi*) Its work should have been reported (wherever such reporting is necessary) as satisfactory by the State Government; and

(*vii*) It is not run for profit to any individual or a body of individuals.

(*c*) Normally no assistance will be given if the project, for which grant is applied for, is covered under any scheme of the Central Social Welfare Board.

with the approved plan and estimates shall also be submitted. In the case of grants not exceeding Rs. 2,000 a certificate by a Gazetted Officer in the following form shall be sufficient.

"I have verified the accounts of...................................in respect of grant of Rs.................(Rupees...) sanctioned by the Minisy trof Education & Youth Services for.......................... with the help of the vouchers and certify that they are correct and that the grant has been utilised for the purpose for which it was sanctioned."

(*iii*) An institution/organisation in receipt of financial assistance shall be open to inspection by an officer of the Union Ministry of Education and Youth Services or the State Education or concerned Department.

(*iv*) In the case of grants for buildings, an institution must complete the building within a period of two years from the date of the receipt of the first instalment of grant-in-aid unless extension is granted by the Central Government.

(*v*) The accounts of the project shall be maintained properly and separately and submitted as and when required. They shall always be open to check by an officer deputed by the Government of India or the State Government. They shall also be open to a test check by the Comptroller and Auditor General of India at his discretion.

(*vi*) The audited accounts together with Utilization Certificates in prescribed form duly countersigned by the Chartered Accountants are required to be furnished within three months of the date by which the grant is required to be spent.

(*vii*) The grant alongwith its counterpart share is required to be spent within a year of the issue of the letter sanctioning the grant. If a part of it is left unspent, it will have to be refunded to the Government of India alongwith the interest @ 6 per cent per annum or the rate prevalent at that time, unless the Government of India approves its carry over to the following year on a formal request made to this effect by the institution/organisation.

(*viii*) The institution/organisation shall maintain a record of all assets acquired wholly or substantially out of Government grant and maintain a register of such assets in the prescribed proforma (separately in respect of each grant) and a copy thereof furnished to the Ministry of Education & Youth Services. Such assets shall not be disposed of, encumbered or utilised for purposes other than those for which the grant was given, without prior sanction of the Government of India. Should the institution/organisation cease to exist at any time such properties shall revert to the Government of India.

(*ix*) In case of a building grant exceeding Rs. 10,000 no portion of a grant shall be paid until the controlling authority of the institution/organisation has executed and registered a bond in the approved form, securing to the Government of India a prior lien on the building for the recovery of the amount paid as grant alongwith all monetary and other benefits which the institution/organisation might have received or derived in the event of the building ceasing to be applied to the purpose for which the grant was given. In other cases the Government of India may accept a written agreement in the form prescribed for the purpose.

(*x*) When the State Governments/Government of India have reasons to believe that the sanctioned money is not being utilised for approved purposes, the payment of grant may be stopped and the earlier grants recovered.

(*xi*) The institution must exercise reasonable economy in the working of the approved project, especially in respect of buildings.

(*xii*) The institution must be open to all citizens of India without distinction of religion, race, caste, language or any of them.

(*xiii*) No capitation or other similar fees shall be charged from students belonging to States other than the one in which the institution/organisation is situated.

(*xiv*) An institution/organisation organising a seminar, workshop, conference, refresher course, etc., under the Scheme shall not invite foreign delegates without obtaining the prior approval of the Ministry of Home Affairs/External Affairs. An application for such approval shall invariably be routed through the Ministry of Education & Youth Services.

(*xv*) The grantee institution/organisation shall furnish to the Ministry of Education & Youth Services quarterly progress reports of the project, indicating in detail both the physical and financial achievements on each of the approved items. Such reports shall continue to be furnished until the project is completed to the satisfaction of the Government of India.

(*xvi*) If the Ministry require clarification on any point not contained in the statements, the institution/organisation shall supply it within the time specified by the Ministry of Education & Youth Services, failing which the application will not be considered.

(*xvii*) The decision of the Secretary to the Government of India in the Ministry of Education & Youth Services on the question whether there has been breach or violation of any of the terms and conditions mentioned in the sanction letter shall be final and binding on the grantee.

MGIPNLK—2/Min. of Edu./70—5-9-70—10,000.

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8. Extent of Assistance

(*a*) Financial assistance will be given on a sharing basis. The grant-in-aid from the Central Government to the institution shall not ordinarily exceed 75 per cent of the non-recurring and recurring expenditure subject to a ceiling of Rs. 2.5 lakhs per approved project. The remaining expenditure will be borne by the institution/organisation concerned. The grant will be given on a project-basis which may go on for a period of three or four years. In special cases, grants may also be given for construction of building subject to 50 percent of the total construction cost of the building or Rs. 75,000 whichever is less. Grants under the Scheme are further subject to an overall ceiling of Rs. 2.5 lakhs including the building grant, for which a ceiling of Rs. 75,000 has been prescribed. The exact period for which the grant, is approved and the conditions under which it will operate will be communicated to the institution/organisation at the time of approving the project.

(*b*) If an institution/organisation had already received or is expecting to receive grant from some other official sources for a project for which application is being made under this Scheme, the assessment of Central grant will normally be made after taking into consideration the grant received/likely to be received from such other official sources.

9. Criteria for Selection of Institutions/Organizations

(*i*) The relationship of the institution with the local community, its capacity to win the confidence of adults among whom it desires to work and its general competence in the field.

(*ii*) Availability of the right persons in the organisation who could take the responsibility to run the programme.

(*iii*) Whether the organisation is closely knit with the community as defined in the programme.

(*iv*) The experience of the organisation in the past in respect of similar programmes.

10. Procedure for Selection of Institutions/Organizations

(*i*) Grants will be given only for specific projects relating to the priority areas to be laid down by the Ministry of Education and Youth Services. For these projects, voluntary organisations which have the capacity to take them up will be selected for assistance.

(*ii*) Before giving the grant, the project will be cleared with the concerned State Government wherever necessary.

(*iii*) Grants will be released directly to the selected organisation or through the State Government depending upon the nature of the project.

(*iv*) Watching the progress of the project, offering technical guidance, over-all supervision and evaluation, will be the responsibility of the newly set up Directorate of Adult Education of the Ministry of Education and Youth Services.

(*v*) For each project, there should be a local advisory committee including representatives of the concerned State Government.

11. Areas and Programmes for which Assistance may be given.

(A) The following are the priority areas in the field of Adult Education in which projects may be given assistance.

(*i*) Adult Literacy and Post-literacy

(*ii*) Libraries/connected with Adult Education and Adult Literacy

(*iii*) Supportive services :

(*a*) Research, (*b*) Production of literature including journals, (*c*) Training of Adult Education workers and their professional development and (*d*) Evaluation.

(B) In these areas, projects relating to the following programmes will be given priority for assistance during the Fourth Five Year Plan period.

(*i*) Pilot projects on the *Gram Shikshan Mohim* pattern would normally be the responsibility of the State Governments, but in exceptional cases a few projects may be taken up under this Scheme.

(*ii*) Intensive Adult Literacy work among women—there may be five projects in this category.

(*iii*) Intensive literacy work among the tribals—three projects in the tribal areas.

(*iv*) Literacy through students and teachers of schools--two projects. In this services of students in the age group of 11 to 17 years would be utilised for literacy work.

(*v*) Literacy in industries or in different occupational groups—four projects including one project in an urban slum and another in a Harijan colony. One of these projects may be for artisans instead of industrial workers.

(*vi*) Post-literacy work in the literacy pilot projects should be an integral part and should proceed immediately after the first stage of literacy has been attained.

(*vii*) In addition, under the post-literacy programme, one project on civic education for adults may be sanctioned to be tried in two or three places.

(*viii*) Similarly, a pilot project on Adult Education as related to economic development may also be approved for trial in two places.

12. Conditions for Grants.

(*i*) The grant-receiving organisation/institution will be required to execute a bond according to a prescribed form. The bond should be supported by two sureties if the organisation/institution is not a registered society.

(*ii*) Grants will be paid in suitable instalments, the first instalment being normally released with the sanction of the project. To be eligible to claim a subsequent instalment, the institution shall spend the previous instalment alongwith its counterpart share first, in accordance with the approved pattern. Applications for the release of second or subsequent instalment, made after the close of the financial year in which the project was approved, shall be accompanied by an audited statement of accounts of the expenditure incurred uptodate. The final instalment shall be released only after audited accounts are submitted and found in order. In case of buildings, a certificate from the head of the institution/organisation that the building has been constructed in accordance

APPLICATION FOR GRANT-IN-AID UNDER THE CENTRAL SCHEME OF ASSISTANCE TO VOLUNTARY ORGANIZATIONS WORKING IN THE FIELD OF ADULT EDUCATION

From

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To

The Secretary to the Government of India,
Ministry of Education and Youth Services,
New Delhi.

(*Attention : Adult Education Division*)

Through

The Secretary to the Government of..............................Department of...........
....

Subject :—Grant-in-aid under the Central Scheme of Assistance to Voluntary Organisations working in the field of Adult Education.

Sir,

On behalf of the management of the Institution/Organisation, I submit herewith an application in duplicate for grant under the Scheme 'Assistance to Voluntary Organisations working in the field of Adult Education" (hereafter referred to as the Central Grant). I have read the rules and regulations of the Scheme and I undertake to abide by them. I further agree to the following conditions :-

(*a*) No assets acquired wholly or substantially out of the Central Grant shall be encumbered [except as provided under Clause] (i) dealt with, or disposed of or utilised for purposes other than those for which the grant is given (hereafter referred to as approved purposes). Should the Institution/Organisation cease to function and/or exist at any time assets so acquired shall on demand be transferred to the Government of India by the Institution/Organisation. In default it will be open to the Government to acquire the said assets.

(*b*) The accounts of the Institution/Organisation shall be properly and separately maintained in respect of each Central Grant. They shall always be open to check by an officer deputed by the Government of India or the State Government. They shall also be open to a test check by the Comptroller and Auditor General of India at his discretion.

(*c*) If the State or the Central Government has reasons to believe that the grant is not being utilised for approved purposes, the Government of India may stop payment of further instalments and recover earlier grants if necessary by enforcing the charge.

(*d*) The Institution/Organisation shall exercise reasonable economy in its working, especially in respect of expenditure on buildings.

(*e*) In the case of grant for buildings, the construction will be completed within a period of two years from the date of receipt of the first instalment of grant unless further extension is granted by the Government.

(*f*) No change in the plan of building will be made without the prior approval of the Government of India.

(*g*) Progress reports on the project will be furnished at regular intervals as may be specified by the Government.

(*h*) The Institution/Organisation will bear the balance of the estimated expenditure on the project of the Institution/Organisation will bear....per cent of the expenditure or the Institution/ Organisation will not bear any expenditure and the entire balance will be borne by the State Government.

(*i*) As security for repayment of the Central Grant and performance of the aforesaid conditions all assets acquired wholly or substantially out of the Central Grant shall remain charged to the Government and the Institution/Organisations shall execute on demand in favour of the President of India a deed of mortgage on terms to be settled by the Government of India.

……

Yours faithfully,

(Signature)

(Designation)

(Office Stamp)

Is Gandhiji Relevant In Gujarat Today?

by ARUN GANDHI

If Gujaratis are far removed from Gandhian thoughts and deeds, so are all of us. It is not at all surprising, for the people who have done Gandhi the greatest disservice are those who took upon themselves the task of interpreting his philosophy.

There was nothing to interpret. His thoughts and deeds were based on Truth. He established no cults and left no dogmas. There ought to be nothing like Gandhism. He once wrote: "If Gandhism is another name for sectarianism, it deserves to be destroyed. If I were to know, after my death, that what I stood for had degenerated into sectarianism, I should be deeply pained...Let no one say that he is a follower of Gandhi... You are no followers but fellow students, fellow pilgrims, fellow seekers, fellow workers."

Mahtma Gandhi stood for Truth, plain and simple, and if his thoughts and deeds seem to be irrelevant today it is only because Truth has become irrelevant. In fact, we have all become humbugs and the worst culprits are those who insist on being regarded as paragons of virtue. They have killed Gandhiji's soul by their misinterpretations and misdeeds.

Take the Sabarmati ashram in Ahmedabad and the Sevagram ashram in Wardha, the two places with which Mahatma Gandhi was so intimately associated. He had conceived these as centres of work and service. Instead, they have been converted into places of worship!

Sevagram lies deserted. Occasionally, a group of tourists are brought here to be shown where Gandhiji sat, where he slept, where prayers were said and how he lived in simplicity. Across the muddy road is the village in which several hundred inhabitants still cherish the memories of "those dynamic days when Bapuji lived amongst us."

Today, they refuse to set foot in the ashram premises because there is a simmering hatred for those handful of people who live there to pass their last days of life. These followers of Gandhiji are as far removed from the common man as President Lyndon Johnson was from Bashir Ahmed, the Karachi camel-driver.

When I went there in 1969, the animosity was simmering. We had gathered at the ashram to celebrate the birth centenary of the Mahatma. It shocked me to note that none of the villagers participated in the week-long programmes.

I tried to find out why. During Gandhiji's time, I learnt, they got help and guidance from the ashram. Now they only get lectures. Then I saw for myself what they meant.

In a vulgar display of pomp and pageantry, the then Governor of Gujarat, who was the organiser of the get-together, drove into the village in his imported car, complete with outriders, motorcade, secretaries, ADCs and *pattawallas*.

He was ceremoniously escorted to the platform. For 15 minutes he delivered a tirade on the need for Gandhian simplicity and manual work. The old people in the audience who were there during Gandhiji's time, smiled knowingly but the younger generation fumed and fretted.

However, what finally alienated the people was a sordid incident that occurred some time in 1970. It is something unimaginable and unforgivable.

To protect the ashram orchards from poachers, someone had the bright idea of electrifying the wire fence. One young man paid with his life.

The story is not much different at Sabarmati in Ahmedabad. There too, the ashram has lost its identity. About the only activity that goes on there, is a festering feud between some Harijan occupants and the management of the Sabarmati ashram. For the rest, it has been converted into a museum where the possessions of an idolised Gandhi are kept on display.

Perhaps the day is not far when temples will be built and people will worship Gandhiji as they do Rama and Krishna. Instead of continuing with the service of the poor and search for Truth, those who were closest to Gandhiji and were looked upon for guidance, put him on a pedestal and went about in search of power.

Like the priests who come and extol the virtues of our gods and goddesses, the Gandhians address congregations and speak glowingly of his simplicity, his sacrifices and his truthfulness. Then, like the priests, they go back to a life which is totally antithetical.

To expect anyone to do anything simply because Gandhiji said so, is absurd. You cannot generate feeling among people that way. Gandhiji himself practised what he believed and if people followed him in whatever he did, it was because he earned their respect.

Truth and service of the poor were the messages handed down to us from time immemorial. Christ; Buddha, Rama, Krishna, Confucius and everyone else, said the same thing. But, each one of them after death was put on a pedestal and idolised. Their message became scriptures which everyone swore by but seldom followed. ☐

3.4 Arun Gandhi, "Is Gandhi Relevant in Gujarat Today?" Youth Times, Aug. 8, 1975, p. 21

4. LITERACY

Director of Adult Education
J-17. Hauz Khas Enclave
New Delhi-110016
June 1, 1975

Dear friend,

In the past five months we have been discussing various aspects of implementing the functional literacy project—the problem of enrolment, how to ensure an efficient reporting system, the importance of evaluation as an instrument of programme improvement, and in general how to raise the total efficiency of the project. There are, of course, many more aspects that need to be discussed, and we shall be taking them up in our subsequent letters.

There is, however, an inherent pitfall in getting over-preoccupied with pedagogical refinements : that the real issue is lost sight of, even if temporarily, that of losing the wood for the trees !

So, in this monthly letter, it would perhaps be worthwhile to pause and get our main objectives into focus again.

Let us not forget that functional literacy (as all forms of nonformal education) is not just another educational 'dole'—a way of offering a less structured, a less scholastic, a less expensive alternative to the 'left-outs' of the education system. We need to remind ourselves of this repeatedly since most of us are, by and large, working within the mental framework of a formal system of education and tend to conceptualise, plan and measure nonformal education on the pattern of the formal system. If the functional literacy programme is taken merely as a series of nine-month courses during which all of us go through motions of an educational process, expecting results to flow in the *distant* future, then we would have missed the essential point. Doubtless, *one* of the purposes of the functional literacy programme *is* to give education to those who have not received it hitherto. But that is only a small part of the entire objective. There is a basic difference between the formal and the nonformal systems in their role and their timings. The formal modalities of education are mainly based on the philosophy of a long-term investment with distant and generalised goals for a future whose shape and demands we can at best only vaguely predict. The nonformal ways of education generally assist learners to acquire knowledge and know-how for instant and immediate use.

4.1 Communication from Mrs. S. Doraiswami, Director of Adult Education, June 1, 1975

The objectives of the functional literacy programme, for which you are responsible, should have a far-reaching social and economic content. The purpose is not merely to bring about a more equitable distribution of educational benefits, but to improve the quality of life of the people *here* and *now*. The programme would be successful only if it helps illiterate farmers to live better, to earn more, to suffer less, to solve their problems more efficiently, to combat injustice around them, to take part in collective action...etc.

The functional literacy programme is mainly directed to the rural areas which, by and large, are under-utilised and under-developed and whose population, particularly the illiterate ones, neither participate in decision making nor know how to take advantage of decisions made by others for them. They are often helpless and doubtful, apathetic and indifferent. If the entire rural population is to be drawn into the main stream of the developmental processes, a socio-economic transformation has to be brought about. Education is one of the most powerful tools known to help break this isolation in which they exist.. THIS is the objective of the functional literacy programme : to help the farming population through education to contribute actively to a process of social and economic change, not at some distant date but today.

Therefore, we are asking you to be not only an efficient administrator but to behave as a real social worker. You should help all our teachers and others responsible for village groups to act as partners of illiterate farmers, to be their friends and not their tutors, to make the effort to understand them fully and gain their confidence, to get acquainted with the local environment and the social relations in every village, to get rid of even the slightest traces of demagogic, paternalistic, or condescending behaviour. We hope that you will pay attention as much to your eductional as to your social role and task.

The entire exercise of building curricula around problems of the farmers, and the emphasis placed on integration with other developmental agencies, are all geared towards this goal, to ensure that in the shortest time possible, the learners are prepared for a stronger social and economic role.

If the socio-economic perspective of the project is constantly kept in view, the entire methodology, organisation, classroom teaching, teacher-learner relationship, will undergo an automatic transformation. Much more time should be devoted to prepare what we can call the 'learning environment', to select the learners, to create close links between them, to build conditions for collective work, to learn and search for solutions to common problems. Teachers and learners will then be seen as joint partners in mastering eductional tools not as ends in themselves, but as means of improving the quality of life in the community, of mastering their own environment.

Let us not, however, assume that education by itself can bring about all the change, nor redress all the wrongs. But it can make a big contribution to this end. Let us make the best use of it.

You could perhaps devote a monthly meeting to discuss with all the project personnel and particularly with the teachers about these larger purposes underlying the project. After all, what we are basically aiming at is a common concern for reaching national objectives through a process of total participation.

With regards

Yours sincerely,

D.O. No. 38-S/75-DAE-6

(Mrs. S. Doraiswami)
Director

dae

DIRECTORATE OF ADULT EDUCATION
Ministry of Education and Social Welfare
Government of India

FOLDER
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dae

The Directorate of Adult Education is the academic and technical wing of the Ministry of Education and Social Welfare in respect of matters relating to non-formal youth and adult education at the all-India level. It assists in the formulation, implementation, coordination and evaluation of programmes initiated by the Government of India.

The main functions of the Directorate are

- Training and orientation
- Production of learning materials
- Surveys and studies
- Documentation and clearing house functions
- Experimentation and innovation
- Promotional activities
- Consultative and advisory services
- Forum for pooling of experiences and exchange of ideas

The major on-going programmes are

- Farmers Functional Literacy Project
- Non-formal Education Programme for the age-group 15—25
- Assist in Nehru Youvak Kendras Programme
- Polyvalent Adult Education in urban areas
- Workers Social Education Institutes in urban areas
- Training and orientation of key personnel in adult education and youth work
- Documentation services to national agencies

4.2 Directorate of Adult Education, Farmers Functional Literacy Programme, Ministry of Education and Social Welfare, 1975, p. 1-21

FFL-1

Farmers Functional Literacy Programme

CONCEPTS

One of the recent innovations of significance to developing countries is the concept of linking education (not only vocational training) to development, particularly for increasing production.

The Farmers Training and Functional Literacy Programme initiated by the Government of India in 1968 was an effort to translate this concept into practice. The project is a joint enterprise of three Ministries viz. the Ministries of Agriculture, Education, and Information & Broadcasting, with assistance from UNDP/FAO/UNESCO.

The Ministry of Agriculture provides the farmers training and field demonstration facilities; the Ministry of Education provides functional literacy; the Ministry of Information and Broadcasting relays special type of farm-broadcasts through the All India Radio for the benefit of participant farmers.

Basic Idea

The basic idea underlying the programme is that there is direct correlation between physical and human ingredients in agriculture, between inputs such as new seed varieties, fertilizers, water and credit, and the upgrading of human resources (training, information, literacy and agricultural know-how). In other words, this is an integrated, multi-faceted approach to the "Green Revolution".

Basic assumptions

The concept of functional literacy assumes that :

(a) literacy is not an end in itself, but has meaning only as a component of a larger scheme, composed of physical as well as educational inputs;

(b) a programme of functional literacy has to help the farmer in his life and work, individual behaviour and community action, and in understanding and using complex technologies;

(c) adults involved in improved farming practices would be interested in literacy if it comes to them as a part of knowledge necessary for their agricultural betterment and increased income; and

(d) functional literacy curriculum is a composite one including reading, writing, numeracy, socio-economic knowledge, agricultural know-how, and practical experience.

> **Thus, functional literacy is much more than literacy, it is in reality a method of training for development purposes, a comprehensive non-formal educational programme, and an opening to continuing education.**

In that sense the Farmers Functional Literacy (FFL) Programme is very different from all previous adult literacy schemes, which have been, more or less, traditional literacy drives mostly limited to 3 Rs (reading, writing and 'rithmetic). The concept is radical, it requires considerable rethinking for its effective application, and it has broad implications for all levels of education.

Traditional *versus* Functional Literacy

The difference between the traditional concept of literacy and the functional literacy is many-fold :

— the former is extensive and diffuse in character, aiming at the education of as many illiterates as possible, and confining itself to an elementary knowledge of reading, writing and arithmetic in the initial stages; the planning of a campaign for mere literacy is generally based on a territorial approach according to the number of illiterates and the availability of funds and resources; methods and techniques are generally based on the use of a simple primer; diversification in the reading material comes only later when books are made available for further reading; the evaluation is in quantitative terms and relates to the number of new literates and the per capita cost;

— in functional literacy programmes, literacy operations are oriented towards development, integrated with development activity, and made a component part of a development project; it is not an isolated and separate activity viewed as an end in itself; it should be seen from the viewpoint of development which leads to technical and vocational training; all aspects of a functional literacy programme (planning, location, learning material, clientele, timing, financing etc.) are distinct and different from traditional literacy (see chart).

Functional literacy is, therefore, conceived in the context of social and economic priorities, planned and implemented as an integral part of a development programme or project. Its ultimate goal is to assist in achieving specific socio-economic objectives by making adults receptive to change and innovation, and by helping them to acquire new vocational skills, knowledge and attitudes which they can use effectively.

OBJECTIVES

It is in the light of the above mentioned concept that the objectives of the Farmers' Functional Literacy Programme (Kisan Saksharata Yojana) have been formulated.

Relation with Food Production

The objectives are directly related to a high priority sector of national development *viz.*, increased agricultural production, as it aims at improving the efficiency of the farmers in the special programmes of agricultural production known as the 'High Yielding Varieties Programme' (H.Y.V.P.). India, as a country which traditionally has scarcity in food production, felt that as part of its efforts to become self-reliant in this area, a farmers training and a farmers literacy programme had to be related to measures aiming to improve agricultural production. The programme of food promotion envisages the use of seeds—hybrid and exotic—which are known to produce much higher yields than the normal varieties in use. These seeds require larger dosage of fertilizers and carefully planned farm operations involving the adoption of improved and scientific practices. Therefore, the training of farmers is considered an essential input for the success of this programme.

The Farmers Functional Literacy Programme is organised for illiterate farmers in the H. Y. V. P. Districts which would permit them not only to get literacy skills but also agricultural knowledge, skill and information. Another important component of the joint project is the Farm Radio Broadcasting Programme of the Ministry of Information & Broadcasting which helps to harness the use of radio in a special and practical way by establishing a two-way channel of communication between the farmers and those responsible for assisting them in the agricultural production programme.

This integrated three-dimensional approach is, thus, the unique feature of the joint project.

The broad objectives of the functional literacy component are :

(a) to bring about a socio-economic change with particular emphasis on changes in agricultural production;

(b) to increase the attainment and use of literacy skills and knowledge for agricultural promotion.

Targets

The High Yield Crop Varieties Programme is aimed at increasing the production of main crops (wheat, paddy, bajra, maize etc.) by several dozen million tonnes. The programme is implemented in selected districts in all the States in order to stimulate food production all over the country.

The Functional Literacy Programme, as a component of the HYCV Scheme, is already organised in 107 districts. More than 300,000 farmers have until now benefited from the programme.

During the Fifth Five Year Plan (1974-79) the expansion of the FFL Programme is envisaged in three directions :

(1) in terms of coverage : the programme should be implemented in about 175 districts;

(2) the number of village centres in each district will be increased from 60 to about 70 on an average;

(3) apart from districts under the HYCV Scheme, the Functional Literacy Programme will be linked with other development schemes : dry farming, small and marginal farmers programmes, industrial development, slum improvement, family life and family planning etc.

The Fifth Plan period will be crucial for exploring the socio-economic impact of functional adult education on Indian development.

ORGANISATION

FFL-2

Farmers Functional Literacy Programme is an inter-ministerial programme involving three different Ministries.

The Ministry of Agriculture is responsible for organising farmers training and national demonstrations (training centres in district headquarters, peripatetic training in villages, practical agricultural demonstrations linked with extension work by village level workers);

The Ministry of Education and Social Welfare provides for the establishment of functional literacy groups of illiterate adult farmers engaged in the cultivation of High Yielding Variety Crops who are given instructions in literacy with agricultural content suited to their specific needs;

The Ministry of Information and Broadcasting provides through the All India Radio (its special Farm and Home Units) special programmes, messages and information on new agricultural technology by establishing twice a day a two-day communication channel between farmers and agricultural specialists.

Structure of the Literacy Component

At the Central level, the Union Ministry of Education and Social Welfare is responsible for over-all planning of the literacy component, for establishing the coordination with the other two components, for providing financial means for programme operation in various States and districts.

The Directorate of Adult Education provides technical and professional support to the programme in the form of materials, media and methods; training and orientation; supervision and guidance; and evaluation.

At the State level, the State Education Department implements the functional literacy programme in the districts under its jurisdiction, generally through the existing district-administrative machinery at its disposal. However, there are some variations in this pattern. In Andhra Pradesh, for example, the State Education Department has entrusted the implementation of the programme to a voluntary organisation—the Andhra Mahila Sabha. In Madhya Pradesh, it is the Social Welfare Department that implements the programme, and in Kerala the Development Department takes the responsibility. In Rajasthan, the State Government has entrusted the implementation of the project in one district (Bharatpur) to the Extension Department of Udaipur Agriculture University and in an other district (Udaipur) to Seva Mandir, a voluntary organisation. Thus, State Governments use their existing infra-structures in assigning responsibility for the implementation of the programme.

At the district level, the District Education Officer or his counterpart exercises overall supervision and control of the project. The project itself is to be run by one full-time project officer (sanctioned from 1973-74 only). He has, on the one hand, to select the villages and "target groups" and, on the other to supervise, guide and coordinate the implementation of the project in his district. He is assisted in his work by a team of supervisors—either six part-timers (at the ratio of one for 10 classes) or two full-timers (each in charge of 30 classes), or a combination of both.

At the village level, for each functional literacy group, an instructor, preferably drawn from the same area where the class is organised and having agricultural background, is engaged on a part-time basis, on a modest monthly remuneration. While mostly primary school teachers attend to this task, there are instances where educated farmers and teacher-farmers have been conducting the classes. Very often, extension officers, village level workers, outstanding farmers, leaders of farmers clubs, or social workers assist the instructor in bringing the necessary agricultural competence into the learning-teaching process.

The utilisation of the existing administrative infra-structure for a programme of this type and magnitude has :

— a great advantage, since if the programme "takes root" it will be much stronger and its incorporation into "normal" continuing educational practices much easier.

— some disadvantage and risk, since it brings a new "burden" on the already overwhelmed administration and may blur the clear "boundaries" of the programme.

Selective Approach

The functional literacy programme is carried on:

— in areas where the High Yielding Varieties Scheme in operating;

— among farmers for whom their illiteracy is an impediment in improving agricultural practices.

The selection of districts is made in close coordination with agricultural authorities, parallel to the "Green Revolution" measures and requirements.

The selection of villages for locating the classes is made on the basis of an initial survey which takes into account factors such as those of areas covered under HYVP, educational infrastructure available in villages, magnitude of illiteracy and identification of potential target groups for opening functional literacy classes, besides exploring possibilities of locating centres with local community support. Base-line surveys of the selected areas help in determining the content of the learning process, and the instructional requirements of the learners.

Coordination

At the national level, coordination of the programmes between the concerned Ministries is sought to be ensured through an inter-ministerial Coordination Committee, consisting of representatives of the participating Ministries, UNDP/FAO/UNESCO and other technical agencies. This Committee is expected to meet regularly and review the progress of the project in terms of overall objectives and give guide-lines for further course of action. Since agriculture and education are state subjects, coordination at the state level is aimed through Inter-departmental Coordination Committees constituted on lines similar to the national level committee. Similar coordination is envisaged at the grass-root level where the farmers training centres and functional literacy classes are located, through the formation of district-level, block-level and in some cases even village-level coordination committees.

Coverage

The Farmers Functional Literacy Programme is a centrally assisted scheme; all the States except Tripura are covered by the project. Started in three districts in 1967-68, the project has now brought within its fold 107 districts.

1967-68	3	districts
1968-69	10	"
1969-70	25	"
1970-71	60	"
1971-72	80	"
1972-74	107	"

The schematic budget provides for the establishment of 60 centres with 30 adult farmers in a district per year. Thus, in a district about 1,800 adults are offered opportunity to undergo a well-defined ten-month course of instruction involving the acquisition and use of reading, writing and arithmetic, skill in practical tasks connected with agricultural operations, and daily requirements of a farmer's life.

Further Development

Since the aim of the Farmers Training and Functional Literacy Programme is essentially that of "increasing food production in the country by helping inter-alia, the illiterate farmers to acquire not only literacy skills but also agricultural skills, knowledge and information which could be immediately used by them", there is an urgency to place greater emphasis on the implementation of functional literacy and to expand it in years to come.

As far as implementation is concerned, it will be :

— *expanded*, by enlarging the number of operational districts in order to reach in five years about 1.3 million farmers;

— *strengthened*, by revitalising the coordination committees and their functioning at all levels;

— *improved*, by ensuring the development and supply of suitably designed curriculum materials; ensuring training/orientation of project personnel;

— *rendered more efficient*, by multiplying evaluation, feed-back and data inflow systems;

— *made more integrated*, by ensuring closer links between functional literacy, agricultural and development processes at all levels;

— *facilitated* by streamlining the administrative machinery to ensure the even flow of funds from the Centre to the States and to the districts.

CURRICULUM AND LEARNING MATERIALS FFL 3

Functional literacy is much more than literacy ; it is in reality a method of training for development purposes, a comprehensive non-formal educational programme, an opening to continuing education.

The curriculum and learning materials reflect these premises.

WHAT ARE THE EXPECTATIONS FROM FUNCTIONAL LITERACY ?

The specific expectations from the functional literacy component are evidently more numerous and differentiated than from a traditional literacy programme. They include :

(1) elementary knowledge of socio-economic aspects of agricultural modernisation, as well as the know-how for improved agricultural practices (the use and treatment of HYV seeds, application of fertilisers, irrigation etc.);

(2) knowledge and attitude change which may enable farmers to perform efficiently all those functions which are necessary for them in the HYV programme ;

(3) preparation of participants to acquire the capacity to adapt themselves to change, as well as to actively participate in the socio-economic change and in the life of the local environment ;

(4) reading skill, for making use of simple extension bulletins, rural newspapers, labels on fertiliser bags and pesticide packages, leaflets etc.;

(5) writing skill, for preparing their input cards, writing simple letters, completing application forms for loans, keeping simple accounts of farm operations etc.

HOW ARE LEARNING MATERIALS PREPARED ?

The concrete content-subjects or themes have been identified by undertaking a quick survey in a few sample areas in selected districts in order to find out the needs and requirements of farmers cultivating the High Yielding Varieties of Crops and applying modern methods and practices with regard to those crops. It was on the basis of this survey and also on the basis of relevant discussion with the technical, professional and knowledgeable personnel in the field that the professional agricultural practices have been identified and included in the curriculum and in the teaching-learning material.

The Directorate of Adult Education prepared in this way the first book in Hindi, using the analytico-synthetic method, containing 18 lessons to be covered in a period of six months. This first book was based on findings in Lucknow District (Uttar Pradesh) in a Jowar growing area, mainly with small farmers. This is to be followed by a set of five supplementary readers based on different high yield varieties of crops such as wheat, paddy, maize, jowar and barley. These supplementary readers are expected to take the next few months of the programme.

the first book is accompanied by a teacher's te which is designed to help the teachers in the thodology of using the book, correlating agricultural practices with literacy skills.

This material is prepared as a *proto-type reading and learning material*, which needs to be further adapted to conditions in various districts, which are variable from the social, agricultural, linguistic and cultural points of view. A national workshop of writers from different language areas was held to help them in developing such materials. Each language area was represented by a team of specialists consisting of a writer, a social education worker, and an agricultural specialist. The State Departments of Education, with the cooperation of the State Agriculture Departments and other technical agencies, are then expected to produce suitable learning and reading material in the regional languages, related to cropping patterns and practices, as well as to local circumstances and needs.

Teaching and Reading Materials in various Indian languages

Assamese	(4)	Marathi	(11)
Bengali	(1)	Oriya	(4)
Gujarati	(6)	Punjabi	(1)
Hindi	(20)	Tamil	(2)
Kannada	(12)	Telugu	(10)

TOTAL : more than 70

These materials are reviewed and revised from time to time on the basis of comments and suggestions received from the teachers conducting the classes as well as from field observations carried out by the staff of the Directorate. The revision aims at minimising the difficulties experienced both by the adult participants and by the teachers in using these materials. The Kisan Saksharata Yojana, Pahali Pustak, which was prepared in 1968 has been subjected to such revision four times during the last six years.

WHAT DO THE LEARNING MATERIALS CONTAIN ?

The pedagogical material for the Farmers Functional Literacy Programme tries to take into account: (a) the psychological and sociological characteristics of adult learners; (b) new trends in educational theory and practice; (c) the need to combine scholastic and practical learning; (d) the necessity to imbue the whole programme with various aspects of the "Green Revolution".

Therefore :

- the content of the learning materials relates to agriculture and the farming practices connected with the use of high yielding varieties of seeds; only those basic elements of the subject are selected as would make them an interesting and useful learning and reading material;
- the emphasis is on inputs necessary for the new type of farming with the use of High Yielding Variety of seeds; this is an approach which can be common to most of the districts and offers an element of uniformity in approach all over the country;
- the curriculum, as well as the material must be learner-centred rather than teacher-centred: the emphasis should be on learning rather than teaching and the learner must derive satisfaction from the experience;
- to secure the appropriate level of communication and also a sense of security for the learners, the starting point has to be the experience of the learner by working from the known to the unknown;
- a balance has to be maintained between the pedagogical requirements of imparting literacy skills and the content necessary for agricultural improvement;
- the vocabulary used in these materials is that in common usage by the learners; however, in addition, there is also the need for technical vocabulary related to the work of the farmer;
- as the farmers are already conversant with numbers—say up to one hundred—and also with oral arithmetic in their own way, the fundamental and other allied operations in arithmetic are sought to be taught to the farmers through the arithmetic content involved in their farming work in a practical-manner such as calculating the inputs necessary for their farming and their cost, working out the time schedules for different farming operations, keeping household and farm accounts leading to calculations for finding out profit and loss etc.;
- the content, thus selected, is treated in a sequential manner in these books. All the lessons are arranged in sequence, starting with the input of seed, followed by those of irrigation, fertilizers, insecticides and pesticides, pest control, and finally the input of money that is to be obtained through co-operatives and other institutions to help the farmers in their goal of increasing production. Each lesson is planned in such a way that the farmer is led from his present position to the desired position.

There is another important question : Should the primer be followed by a reader, as in orthodox literacy programmes, or should the 'first book' be much more than a primer ? The usual primer generally introduces only the elementary mechanical literacy skills to start with. Meaning to these skills is given only when they are followed by a reader and the learners have to wait for a meaningful experience till they reach this stage. This delay in giving meaningful experience to the learners is counter-motivational, and often results in dropouts.

In the Farmers Functional Literacy Programme, therefore, the imparting of meaningful experience to learners starts from the very first day of learning. The expectant and sensitive adult farmers, impatient for their economic achievement and progress, cannot wait a day longer.

LEARNING AND TEACHING

METHODS OF TEACHING AND LEARNING

The methods promoted and experimented with in the FFL Programme are based on :

(1) a combination of oral instruction, audio-visual communication, dialogues and discussions, demonstrations and practical manual work;

(2) increased learners' participation and active involvement in searching solutions for problems in daily life.

Therefore, there is a mutual support and an inter-relation between Farmers Training, National Demonstrations in improved agricultural practices, Discussion Groups or Charcha Mandals, listeners' groups of radio programmes, and Functional Literacy learning groups.

As far as methods used for literacy teaching proper, they are a combination between synthetic and analytical. The synthetic method starts with the basic elements, namely, the alphabet, and continues through building upwards the syllables, the words and sentences to bring in the meaningful content; whereas the analytical method begins with meaningful units in a language such as a word or a sentence and comes down through analysis to the basic elements of the language necessary to build the new words required for further use.

As most of the Indian languages are phonetic, the traditional method of literacy-teaching, involving the synthetic approach, cannot be totally discarded. At the same time, considering the motivational aspects and the emphasis on a meaningful content of the functional literacy programme, use has also to be made of the analytical method to achieve desired results. Hence a combination of both the methods has been used in preparing the first books for the functional literacy programme.

TESTING OF EDUCATIONAL RESULTS

Tests serve to measure the gains made in reading, writing and arithmetic, occupational knowledge, social and economic understanding and other cognitive or attitudinal variables as foreseen at the start of the programme. They are based on the syllabus covered under the functional literacy course and the field requirements of the local farmers in their daily occupation of farming related to the High Yielding Varieties of Crops. This set of tests are intended to serve as models, and are to be adapted to suit the local conditions and the language of the region.

The tests cover aspects of reading aloud, writing to dictation or transcription, comprehension of the matter read and arithmetical skills required in problem solving. For this purpose a set of four tests consisting of a reading-cum-comprehension test, a writing-cum-knowledge test, a transcription test and an arithmetic test were developed in Hindi.

In particular, it was expected that at the end of the functional literacy course a literate person would be able to read simple materials specially prepared for neo-literates, on the subjects related to agriculture in High Yielding Varieties of Crops at the speed of about 50 words per minute and comprehend them and thoughtfully react to them. He was also expected to have mastery over 1,500 most commonly used words along with about 250 technical words related to farming. He was also to have a reasonable speed in writing and reasonable mastery over computational skills such as are required in his farming work.

TRAINING FOR RUNNING THE PROGRAMME

All these innovations and new facets of literacy work are in reality new demands on officers and teaching staff responsible for running the programme. Thus a comprehensive training programme has already been in operation for several years

The Directorate of Adult Education organises training and orientation programmes for key personnel engaged in the project in each State and district. These key persons, in turn, help in organising training programmes for the teachers and supervisors and district-level officers in the respective States.

A series of training programmes were organised for key personnel in the different regions in 1972 and 1973. This has necessarily to be a recurring feature as there is considerable turnover of project personnel and also to bring in new insights from time to time. Accordingly, a series of four regional training courses for project officers are being held during July-September 1974. This will be followed by an orientation programme for State level officers administering the programme.

The training of teachers is organised at the district level by the district project staff. The training of supervisors and the orientation of district-level officers, was initially organised by the Directorate of Adult Education. As the programme expanded, efforts have been decentralised as far as the training arrangements are concerned.

A LOOK AHEAD The improvement of the FFL Programme necessitates during the coming years of the Fifth Plan :

(1) an expanded training programme for the functional literacy personnel;

(2) supply of up-to-date information on agricultural practices and related matters, to functional literacy workers;

(3) production of extension literature to suit the level of neo-literate farmers;

(4) preparation of teaching and reading materials, ensuring the use of the medium of radio broadcasts.

(5) synchronising of the Farm and Home Unit programmes with the functional literacy classes;

(6) enriching learning materials, by providing to the functional literacy group—a kit consisting of : a primer, reading booklets, content sheets, farming prospectus, monthly newsletter, some charts, other visuals, filmstrips for learners—and teacher's guide for the group leader;

(7) updating reading materials, by organising in as many a district as possible the production and circulation of a monthly newsletter, or local newspaper, or a 'rubrique' in an existing newspaper—with news, texts, lectures, answers to farmers, etc.

(8) creation of small 'cells' for the production of a great variety of proto-type learning and teaching material.

PROBLEM ORIENTED LEARNING MATERIALS

FFL-5

A step ahead in preparing the learning material is represented by an experiment in Jaipur (Rajasthan) :

(1) the learning material is largely based on the problems encountered by the farmers in the use of high yielding varieties of seeds (*problem identification*);

(2) the learning material is oriented to prepare and help farmers to solve economic and social problems in the area *(problem-solution)*;

(3) the learning material is elaborated in an inter-disciplinary way *(unit-wise)*;

(4) the learning material corresponds largely to the conditions and needs of the physical, natural, and human environment *(ecological approach)*.

As early as 1971, the National Workshop on Farmers' Functional Literacy Project recommended among other things, that the "curriculum for the Farmers' Functional Literacy should be problem-centred so as to deal with the obstacles in the way of achieving the objectives of the problem." The workshop also laid down different steps for identifying these problems and for developing a curriculum based on these problems and the instructional materials necessary for the curriculum.

HOW WAS IT PREPARED?

In order to identify the specific problems in the area for which the experiment was foreseen, an inter-disciplinary team—consisting of an agricultural expert, a rural sociologist, a linguist, and an adult educator—conducted a survey :

(1) of the crucial problems faced by the farmers in the High Yielding Varieties programme

(2) of the remedial measures suggested by the agricultural technicians

(3) of the farmers consciousness of the problems and of their capacity to implement remedial measures

This survey helped to:

(1) locate the problems in order of priority and in respect of the coverage by groups and areas;

HOW WOULD IT BE IMPLEMENTED.

This experimental project, to be tried out in Jaipur district for its validity, has to move through the following phases :

(1) *Exploration Phase*—the survey to identify the actual problems faced by the farmers in adopting new high yielding varieties of seeds and the new agricultural practices required for them.

(2) *Syllabus and Curriculum Construction Phase*—identification of agricultural remedial measures to be adopted by the farmers during the operational calendar for overcoming their problems as indicated by the survey.

(3) *Materials Preparation Phase*—consisting of the preparation of first book, posters and charts, teachers' guide and supplementary readers.

(4) *Action Phase*—the use of these material in the actual situations in a limited number of appropriately selected functional literacy centres with the teachers and the supervisors adequately trained in the use of these materials ; and

(5) *Evaluation Phase*—through the evaluation of the materials for their simplicity or difficulty and also for their efficacy in the learners' achievement of the overall socio-economic objectives.

The first three phases have already been completed, with the publication of the first book along with the posters and teachers' guide. The remaining two phases have been recently launched, namely, the action phase, for the try-out of the materials, and the evaluation phase, for judging their efficiency in the field, with the training of instructors and the supervisors in the use of these materials in about 30 functional literacy centres and for undertaking bench-mark surveys in the villages where these centres are to be located.

If this experimental project proves satisfactory, the same or similar "problem-oriented approach" in preparing learning materials will be used in functional literacy programmes in other districts or local environments.

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(2) make a detailed inventory of the practical measures as proposed by the competent agricultural technicians for the solution of each of the identified problems;

(3) identify the physical, technical, socio-cultural and linguistic factors which accelerate or retard the implementation of the above mentioned measures.

Based on the research findings of this survey, a curriculum was constructed consisting of 22 units of agricultural operations, incorporating the remedial measures necessary for solving the problems encountered by the farmers and allied socio-economic, scientific and mathematical concepts involved in them.

The learning material is thus a "translation" of socio-economic and socio-psychological findings into a "pedagogical language", transforming the "educational needs" of farmers into "learning units".

WHAT DOES IT CONTAIN? The learning materials, entitled "Kisan Saksharata Yojana-Prayogatmak Pustak, Bhaag I" is divided into eleven "units".

Each unit is composed of :

Functional Components
Rational Components
Socio-economic Components
Instrumental Components
Didactic Components
Evaluative Components

The first four components are presented in the First Book (for adult learners) and the remaining two components in the Teachers' Manual.

Unlike other previously utilised learning materials, this one is not organised as a "subject-matter" sequence but around life and work-problems in such a way that the functional, rational, socio-economic and instrumental components all converge towards the common core of the working operation or of farmers problems, as well as in favour of their knowledge, skills, attitudes and aptitudes.

EVALUATION

FFL 6

With the Farmers Functional Literacy Programme, is for the first time in the history of adult literacy in India that there was a system of concurrent built-in evaluation.

MAIN CONCERNS Evaluation has been mainly concerned with providing to the planners, administrators and policy makers :

(i) data for programme planning, for identification and selection of areas, villages and groups of learners as well as for adaptation of contents to environmental conditions;

(ii) feed-back or programme aspects with the object of helping in evolving strategies for programme improvement—both conceptually and operationally; and

(iii) evidence of the impact of the project in terms of measureable results.

Thus, the aim of evaluation has not been merely one of passing judgement on the success or otherwise of the programme, but of proving trustworthy information for decision-making with regard to continuance, expansion or modification of the , approach and methodology.

MAIN EVALUATION STUDIES & REPORTS During the past five years several evaluation studies have been carried out, mostly by the Directorate of Adult Education. Apart from these studies following different shades of semi-scientific and scientific methodology, there exist a few works which cannot be strictly classified under the head "evaluation" but still lend support to evaluation. However, compared to the vast coverage by the programme in size and population, the evaluation effort has to be expanded and diversified.

The important studies are the following :

Title of the study (1)	*Objectives* (2)	*Location and sample size* (3)	*Year and organisation which conducted the study* (4)
Report of the Evaluation Committee	To determine the progress and impact of the programme since its inception	In four districts— interviews	1969 Ministry of Food, Agriculture and Community Development
Quick survey in ten Districts	To assess the functioning of the local programmes	All ten districts covered up to 1968-69	1970 Ministry of Education and Youth Services
Impact of Functional Literacy on Agricultural Development	To study the adoption of farm innovations and the behavioural changes	District Mehboobnagar, in three villages (with 3 other control villages)	1970 Extension Education Institute, Agricultural University, Hyderabad

A Pilot Evaluation Study	To study: a) impact on participants b) attainment of literacy skill c) teaching-learning situation	District Lucknow in 12 villages with 240 respondents (4 control villages with 80 respondents)	1971 Directorate of Adul Education
(1)	(2)	(3)	(4)
Operational Aspects of the Programme	To identify factors that facilitate or hamper the execution of the programme	Observations during field trips to Jaipur, Udaipur, Bhubaneswar, Poona and Lucknow	1972 Directorate of Adult Education
Impact on learners	Particularly: the relationship between previous educational levels and performance in final test	District Trivandrum (Kerala)—in 10 village Centres, with 287 respondents	1972 Department of Education, University of Kerala
Socio-economic impact of Functional Literacy Programme	Quick assessment of the impact of literacy on: a) agricultural development b) agricultural production	Districts: Kolhapur, Bangalore, Agra.	1972 Directorate of Adult Education
Six-monthly Report (one District)	To assess the gains by participants in the first phase of the project	District: Kotah	1973 Evaluation Panel, District Inspector of Schools
Semi-annual Report (one District)	To assess the gains by the participants, after the first half of the course period	District: Jaipur in six villages 98 respondents	1973 Evaluation Panel District Inspector of schools
Study of the FFL Project	To assess the effectiveness of the Programme	District: Bharatpur (Rajasthan) in 6 villages, 85 respondents	1974 Directorate of Extension Education, Udaipur University
Experimental Study of Project in Jaipur	To study the impact against the following indicators: — awareness — understanding of basic agricultural technology — adoption of improved agricultural practices — attitudes towards adult literacy — level of literacy skills acquired	District: Jaipur (Rajasthan) in 16 villages (4 control-villages) with 267 respondents (76 control respondents)	1971-73 Directorate of Adult Education

MAIN FINDINGS All evaluation studies have not, and could not, bring out the same findings and conclusions. The scopes and objectives of these studies have been different—in the methodology followed and in the research tools utilised there were considerable variations.

Nevertheless, some findings, particularly those regarding the impact on learners, deserve to be mentioned, either as more or less general, or as particularly significant :

(1) The overall impact of the Farmers Training and Functional Literacy programme has been satisfactory; the response of the farmers to functional literacy facilities has gradually become higher than in routine literacy work, mainly due to its immediate use-value which increased the farmers' motivation.

(2) There was a significant improvement in knowledge, awareness and adoption of improved agricultural practices in the group of farmers enrolled for a longer duration in functional literacy courses.

(3) The scores have generally been better in arithmetic and calculation, than in reading and writing. The results have been generally higher regarding agricultural practices and crop rotation, than regarding use of fertilisers and insecticides, and the adoption of new economic activities such as dairy, poultry etc.; the indicators of the level of contacts with the extension staff have not shown noticeable change and it was considered that until now participation in functional literacy was not followed or associated with betterment of contacts ;

(4) Regarding the reading skills and comprehension, it was found that in groups with sustained learning, 60% of the respondents had a speed of 10 to 20 words per minute, 20% had a speed of over 40 words per minute. The average participant could understand 2/3rds of what he read; many of them could understand and comprehend whatever they read ;

(5) Regarding the use of functional literacy skills, it was found that the large majority of respondents (between 80—90%) could fill a simple farm plan;

(6) Regarding changes in attitudes, it was noted that, among farmers following functional literacy training, their curiosity had increased to get information on machinery and crops, to apply mathematical knowledge in daily life; their attitudes had changed towards new agricultural practices and towards the education of their children.

(7) It was found that in the villages with well organised functional literacy centres there was some increase in the average yield per acre, as compared to the situation before the treatment was started and to the conditions prevailing in the control group; the annual income of the participating farmers increased as compared to non-participants.

(8) The respondents covered by Functional Literacy Programme had more favourable attitudes towards modernisation in general and socio-economic improvement of their respective communities in particular, as compared to the 'before' situation, and to the attitudes of the farmers who did not participate in the programme. This was reflected, first of all, in a higher degree of awareness and actual adoption of improved agricultural practices.

(9) One of the more elaborate studies (for Lucknow District) showed : that literacy achievements and the knowledge of high yielding varieties of wheat and its related practices had a direct relationship, in other words, higher the achievements in literacy, greater the knowledge of wheat (HYP) and its related practices; although the general behaviour relating to adoption of the four practices; *viz.*, seeds, fertilizers, implements and insecticides (at all four stages, *viz.*, awareness, interest, trial and adoption) remained rather low in experimental group, it nevertheless was higher than in the control group; it is observed that with the acquisition of functional literacy the respondents got interested in getting further information on agricultural matters and hence they contacted the extension people; though there are differences in the extent of participation in the two groups (experimental and control) these do not seem to be very marked and sharp; hence, it may be inferred that functional literacy has a limited role in increasing the level of social participation of the adults.

(10) Some studies show that enrolled farmers got a socio-psychological gain, since they had a feeling that participation in functional literacy courses enhanced their social prestige; it helped them in getting elected to positions of repute in social organisations; it was helpful in shedding their inhibitions in social gatherings and discussions.

(11) The last relatively most elaborated evaluation study (for Jaipur District) shows : with regard to awareness and understanding of basic agricultural technology related to HYP crops of wheat and bajra, there was an increase of the order of more than 70% from pre-survey stage to post-survey stage in the experimental group, the corresponding increase in the control group being much lower; with regard to the attitudinal change towards modernisation, the average score in the experimental group moved from 23.3 at pre-programme stage to 27.0 at post-programme stage, with almost no change in the control group..

(12) The 'drop-out' rates have in many places been quite low (below 10%).

(13) The structural and organisational patterns of the programme were not commensurate to its goals; high targets and rapid expansion resulted in a great strain on the administrative machinery; the necessary inputs, such as adequate and timely budgetary allocations, competent teachers, abundant instructional and learning materials, full-time administration and supervision, efficient transportation adequate facilities in the class, were not fully provided and this affected the final output, both in quantity and quality; the problem of irregularity in attendance was very largely evident

the participants often joined the functional lite
centres at teachers' persuasion, but at a later s
motivation on the part of adults, dedication of
bulk of teachers and group leaders, enthusiasm of
voluntary organisations' staff would seem to h
compensated some of the organisational and structu
weaknesses of the programme.

TRADITIONAL AND FUNCTIONAL LITERACY PROGRAMME

Programme Aspects	*Traditional Literacy*	*Functional Literacy*
1. Objective	The objective is imparting of a means of communication.	The objective is dissemination of message and knowledge, acquisition of skills and know-how, acquiring of new attitudes—self-realisation. To link literacy with human functions.
2. Concept	A way of learning to read the written and printed word	A training for development. Education of the personality as a whole. Education for participation.
3. Approach	Diffused-extensive	Intensive—selective.
4. Location	Geographical area	Environment—part of development projects.
5. Planning	Territorial approach—literacy programme as an isolated self-sustained feature	Educational Programme correlated with other (socio-economic or socio-cultural) objectives. Component of larger multi-purpose schemes.
6. Clientele	Illiterate adults	People for whom illiteracy is a bottleneck for their development and action.
7. Content	3 R's	Literacy, numeracy + 'something' much more.
8. Reading material	Uniform-single ABC	Diversified, adaptable, tailor-made problem-oriented, problem-solving—learning material.
9. Structure of the programme	Literacy + follow up	Integrated pattern of education, training and learning.
10. Teaching personnel	Primary school teachers, single teacher	Vocational training instructors, skilled workers, teachers, technicians, outstanding farmers—working in teams.
11. Timing	Academic year	Based on the schedule of production.
12. Role of illiterate learners	Learners are individual entities isolated from the context of their social group and environment—abstract men.	Individual is part of a sociological group—concrete man.
13. Financing	Free-will contributions—social welfare budgets	Funds are part of economic investment, linked to socio-economic investment funds.
14. Evaluation	Measuring of quantitative and pedagogic results	Measuring of its direct and indirect impacts, as well as of its social and economic efficacy.

PROBLEMS AND DEFICIENCIES

FFL-7

E Farmers Functional Literacy Project has been in operation in India for about 7 years. This programme
—as a large developmental scheme, involving huge human efforts and needing various supports—many
h evements. However, several deficiencies, drawbacks and lacunae have also been observed. This seems un-
voidable, as much as from the conceptual point of view as from the point of view of implementation, since
constant flow of new experiences, both positive and negative, is coming into the programme.

ALTHOUGH there has been a break-through in general acceptance of the concept of "functionality" in literacy programmes, there is still considerable conservatism and traditionalism at various levels. A proper understanding of the concept and approach underlying the programme is still to gain ground among the field workers. The functional literacy activities often resemble the old-fashioned literacy drives, without linking literacy with the promotion of agricultural knowledge, skill provision, apprenticeship of new farming practices etc. In other words, there is still a lack of understanding what functional literacy really means—that it is not a mere literacy programme ; but an educational effort and an effort of human resources promotion closely linked with development purposes.

THE three-dimensional approach to the implementation of the Farmers Training and Functional Literacy Project has not been always fully appreciated. There is a lack of integration between the three components : agriculture, education and information. It is evident that without integrating all these parts, without a deeper involvement of agriculture, of extension workers, and of technical personnel, the functional literacy component cannot be "functional". Although the whole programme is a "tripartite" one, it is observed that facilities of broadcasts of Farm and Home units are available in only 38 districts.

THERE have been delays in setting up the coordination committees and the level of coordination and cooperation has not been sufficiently productive in terms of mutual understanding, appreciation, confidence and contribution to overall project efficiency.

IN the last two years of the Plan period, this coordi
nation was not as continuous and vigorous as desirabl
with the result that the project as a whole somewh
languished for want of coordinated and consta
guidance from the Central point. Not surprisingl
this situation in the Centre has found an echo at th
State and district levels also. At the district level
took considerable time for the states to set up suc
committees. Even where states and district lev
committees were set up, their working has been some
what haphazard and apathetic. District coordinatio
committees have not yet been set up in all the distric
and even where they have been constituted, there a
no clear indications that they have played a positi
role in the promotion of the project.

THE goal of converging the three components (farme
training, functional literacy and radio support) has n
always been achieved. The progress of the agricultur
component was generally speedier, the education
aspect constantly lagging behind. It was only in th
last year of the Fourth Plan that the coverage of ag
cultural and educational components could approx
mate each other. Much more remains to be done
achieve an organised and functional integratio
between the three components in terms of physic
inputs and in terms of mutual support and synchr
nisation of programme elements.

USUALLY references are made to the following deficie
cies : lack of effective coordination ; registration
non-farmers and even sometimes children below
years of age in adult literacy classes ; weak supervis
of work at grassroot level ; delays in administrat
sanction, funds and supply of class-room equipmen
unsatisfactory maintenance of records and submiss
of periodic progress reports ; use of traditional or
best marginally functional learning materials.

AS regards the personnel at the level below the district, it is observed that a substantial proportion of the staff have not had any training. This is due to transfers of trained personnel out of the district and lack of immediate local arrangements to train the new incumbents. Concerted efforts are called for from the Centre as well as from the state level to organise (a) periodical orientation and re-orientation of key personnel (Directorate of Adult Education); (b) prompt orientation and training and supervisory and instructional staff (State Governments); (c) minimising avoidable transfers and turnover of project personnel so that the training and orientation given is not wasted.

THE need for specially prepared materials for the functional literacy programme can hardly be over emphasized. However, there are still instances where traditional materials are being used and to this extent the concept and objectives of the programme are not being realised.

THE delays in preparing truly functional prototype of learning and teaching materials, and more particularly in assisting states to adapt them to local situations, the dearth of supplementary reading materials and networks for their distribution, have in their turn adversely influenced the interest and demand for literacy as well as the progress of the programme.

FOLLOW-UP action for the neo-literates has been found weak in many districts. The neo-literates have to be provided with some suitable learning and reading materials for a period of at least a year or so till they acquire the permanent habit of reading and using literacy. So far, in all our previous literacy efforts in this country, this type of follow-up has been the weakest link, and should not repeat itself in the Farmers Functional Literacy Programme.

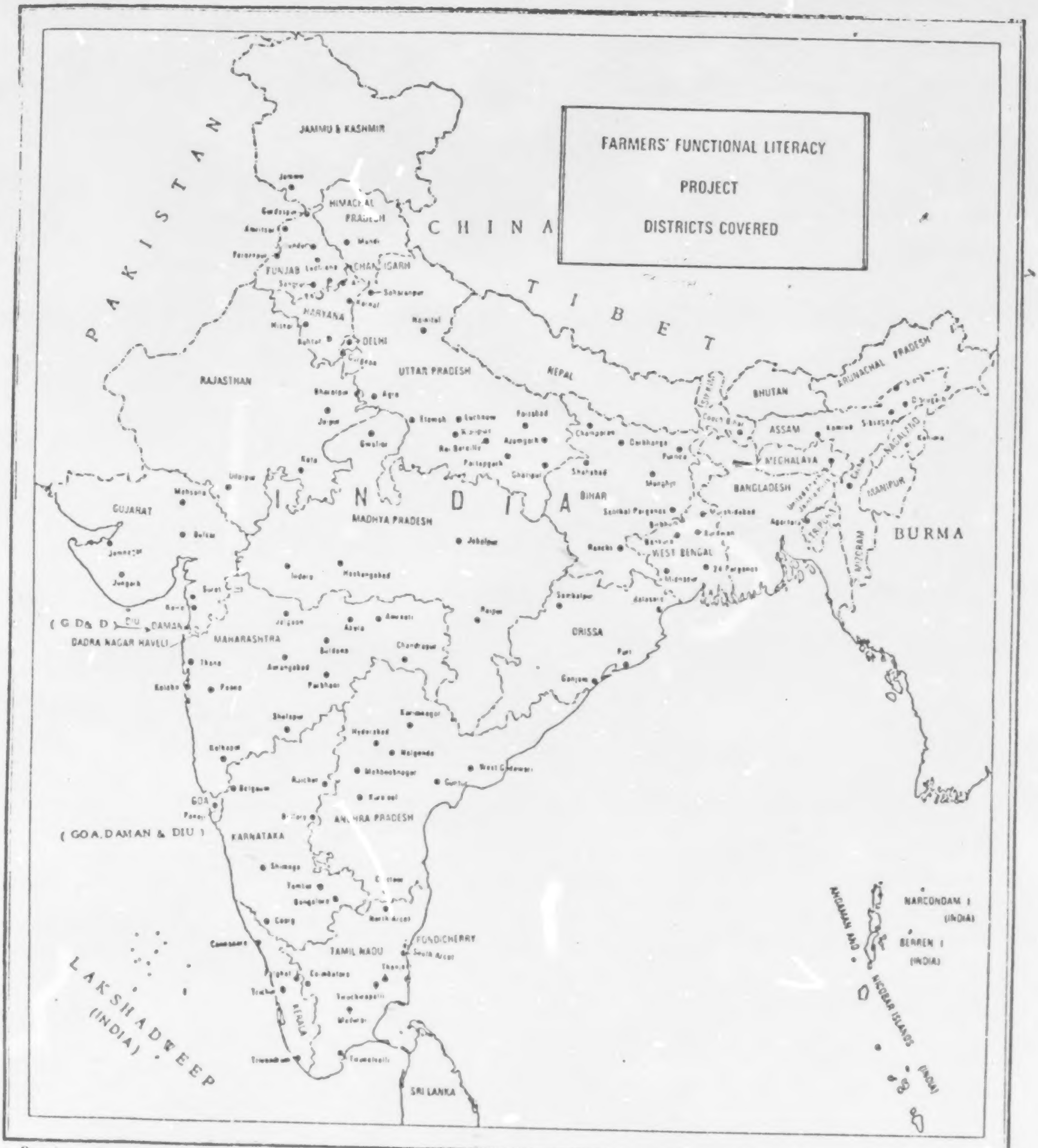
ONE of the major deficiencies has been the inadequacy of information and reporting system about different aspects of the programme. The reports have not been sent regularly and some of the important aspects have not been adequately reported. It is hoped that in course of time the system of reporting will be further improved and the implementation of the programme will be on a more sound and firm footing in respect of information, continuous reporting and "feed back".

PROJECT operations have been hampered by lack of full-time functional literacy officers at district level, frequent transfers, and transport difficulties. Consequently at the field level, supervision has remained superficial and perfunctory.

THERE are also administrative and financial difficulties such as slow financial procedures, delays in the appointment of whole-time project officers. Time lag between the Central sanction and arrival of funds in the project district, all of which cramp the smooth and even pace of implementation, and discourage and demotivate the project personnel.

THE Functional Literacy Programme is in fact a very complex type of innovation with aspects bearing on : (i) a wide-spread vertical and horizontal coordination stretching all the way from the national to the village level and several ministries and departments ; (ii) a new type of motivation and incentive on the part of participants, instructors and public leaders ; (iii) a new type of problem based curriculum and integrated instructional material ; (iv) a uniquely complex administrative and supervisory system.

INSTITUTIONS, particularly those which are developed-over a period of time, are hard to change. Very often, people are so used to traditional, instructional and educational methods that they are suspicious of anything new. Psychological, intellectual and professional obstacles also affect the decision-makers, educators, administrators, development officers, social workers, as well as learners themselves. The elimination of prejudices and conventional, old-fashioned patterns is always a long process. Many preconditions are necessary to pave the way to the introduction and expansion of educational innovations. The effective financial support is hampered also by different development investments, due to the fact that resources for physical investments still hold larger appeal than investments for human resources. All this affects the necessary moral and social support to such educational schemes.



FARMERS' FUNCTIONAL LITERACY PROJECT

DISTRICTS COVERED

PAKISTAN
CHINA
TIBET
NEPAL
BHUTAN
BANGLADESH
BURMA
SRI LANKA
INDIA
JAMMU & KASHMIR
HIMACHAL PRADESH
PUNJAB
CHANDIGARH
HARYANA
DELHI
RAJASTHAN
UTTAR PRADESH
GUJARAT
MADHYA PRADESH
BIHAR
SIKKIM
ASSAM
MEGHALAYA
ARUNACHAL PRADESH
NAGALAND
MANIPUR
MIZORAM
TRIPURA
WEST BENGAL
ORISSA
MAHARASHTRA
ANDHRA PRADESH
KARNATAKA
TAMIL NADU
KERALA
PONDICHERRY
GOA
(G D& D) DIU
DAMAN
DADRA NAGAR HAVELI
(GOA, DAMAN & DIU)
LAKSHADWEEP (INDIA)
ANDAMAN AND NICOBAR ISLANDS (INDIA)
NARCONDAM I (INDIA)
BERREN I (INDIA)
Jammu
Gurdaspur
Amritsar
Jullundur
Ferozepur
Ludhiana
Sangrur
Mandi
Saharanpur
Karnal
Hissar
Rohtak
Gurgaon
Nainital
Bharatpur
Agra
Jaipur
Gwalior
Etawah
Lucknow
Kanpur
Rae Bareilly
Faizabad
Azamgarh
Pratapgarh
Ghazipur
Kota
Udaipur
Mehsana
Baroda
Jamnagar
Junagarh
Surat
Indore
Hoshangabad
Jabalpur
Raipur
Champaran
Darbhanga
Purnea
Shahabad
Monghyr
Santhal Parganas
Ranchi
Birbhum
Bankura
Burdwan
Murshidabad
24 Parganas
Midnapur
Balasore
Sambalpur
Puri
Ganjam
Cooch Bihar
Kamrup
Sibsagar
Dibrugarh
Kohima
Cachar
Agartala
Jalgaon
Akola
Amravati
Buldana
Chandrapur
Thana
Aurangabad
Parbhani
Kolaba
Poona
Sholapur
Kolhapur
Belgaum
Panaji
Karimnagar
Hyderabad
Nalgonda
Mahboobnagar
West Godavari
Guntur
Raichur
Kurnool
Bellary
Shimoga
Tumkur
Bangalore
Chittoor
North Arcot
Coorg
Cannanore
South Arcot
Coimbatore
Thanjavur
Tiruchirapalli
Madurai
Palghat
Trichur
Trivandrum
Tirunelveli

Based upon Survey of India map with the permission of the Surveyor General of India.

The territorial waters of India extend into the sea to a distance of twelve nautical miles measured from the appropriate base line.

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The boundary of Meghalaya shown on this Map is as interpreted from the North-Eastern Areas (Reorganisation) Act, 1971, but has yet to be verified.

Functional Literacy In Kerala

AN EVALUATIVE STUDY OF THE PILOT FUNCTIONAL LITERACY PROJECTS IN KERALA CARRIED OUT UNDER THE AUSPICES OF THE KERALA GRANTHASALA SANGHAM

According to the 1971 census figures nearly 70% of the Indian population of 55 crores, remain illiterate even after 27 years of independence. It is no exaggeration that the number of illiterates in India at present is more than their number in 1947. This is so not because of lack of attempts at eradicating illiteracy but because of the alarming rate of increase in population. India can be said to be a land of agricutlure and villages. Unlike most other parts of India, where hamlets are found here and there, the villages in Kerala are clustered all over the state. In Kerala there are 952 Panchayats as against 26 Municipalities and 3 Corporations. The number of the rural folk could be estimated from this. Kerala, which stands first in literacy among the Indian States also has four illiterates out of every ten. These illiterates are mostly in the villages as the urban people except a few factory workers, day labourers and slum-dwellers are educated to a reasonable level. Surveys conducted have revealed that there are illiteracy pockets in Kerala having 90 to 95% illiteracy.

The rural people:

Poverty, diseases and illiteracy are the three major sins of the rural people. Some accept it as fate while some others try to avenge this situation through concerted efforts. The rural folk do not have access to the modern amenities that are available in the urban areas. Urbanisation is a process that is taking place. Still the rural people live ignorant of their privileges, rights and duties. They are a neglected group of people, for no fault of theirs.

Attempts of the Kerala Granthasala Sangham:

The Kerala Granthasala Sangham, a uniqe organisation of local libraries, which has on its fold more than 4000 rural libraries, directed its attention to the spread of literacy when they had enough basic data on the appalling illiteracy level in the State. Till 1970, they were engaged in inculcating reading habits among the educated. During the 25 years of existence, the Sangham found that unless new readers are attracted to the libraries, their attempts will be futile, as with about 2/5 of the population in Kerala being illiterate, any attempt at improving the social, economic, cultural and economic conditions will be in vain. The Sangham conducted base line surveys on reading habits and literacy with the help of its dedicated, voluntary workers. This revealed that even within corporation limits in the capital of Kerala, there are pockets having 90-95% illiteracy.

4.3 Kerala Granthasala Sangham, "Functional Literacy in Kerala, p. 1-5

The Sangham came forward with an elaborate plan for starting literacy centres attached to its libraries. The Scheme was thoroughly scrutinised by the Government of India, which sanctioned a pilot project on 75% grant-in-aid on select items. The Sangham believed in the dictums "something is better than nothing" and readily accepted the offer.

The approach:

The Sangham felt that teaching merely reading, writing and arithmetic without relating them to life situations and vocations was the main reason for the failure of adult education. Hence it was decided to impart reading and writing closely related to the vocations or job opportunities prevalent in each area. To start with, two areas, one dominated by agricultural workers and the other by fishermen, were selected for implementing the project. Two streams viz Agriculture oriented and fisheries oriented were planned For both the streams it was decided that some mathematics useful in daily life, health habits including environmental sanitation, first aid, prevention and curing of diseases etc, social studies dealing with citizenship rights and duties, democracy, developmental schemes, our neighbours etc, and subsidiary vocation such as bee-keeping, poultry, dairying, cottage-industries etc should be taught as part of the curriculum. It was felt desirable to give ample opportunities for expressing and developing talents of the learners in arts, sports crafts etc through personal attention and motivation. The lessons were planned to be interesting by directing the workers to initiate discussions, discuss daily features, arrange role-play, narrating adventures or special features etc, in the class and thereby enthusing them to read and write.

The Adult learner:

Though the adults live in rural areas and they are poor, they have rich and varied experiences which they could convey to others in oral form but not in written form. The skill and ability that the learners have are really superior to those of the instructors. A sympathetic understanding and co-operation is what is required for these adults. Many of them conceded that they never dreampt of such an occasion to get themselves acquainted with the written letters. They consider it a God-given opportunity.

Motivating the illiterates:

Among the adults there are two types of illiterates. One set had not gone to any school where as the other had just studied one or two classes, then dropped out and then relapsed into illiteracy. Both men and women are found in these two categories. They include day-labourers, coolies and even people without any livelihood. Some are of the opinion that even if they become literate they are not going to get a job and are not interested in getting themselves educated. Such people have to be told that they could at least be better citizens constructively taking part in the developmental programmes of the locality. Further they will thereafter be beyond exploitation by other sections of the society. Proper motivation is essential in order to ensure thier full co-operation and continued interest.

The Literacy Jatha:

To begin with the Sangham conducated base line surveys to locate illiteracy pockets. As per census figures the least literate Districts (Palghat & Malappuram) have about 45% literates and the best one, (Alleppey) 72.5%. But in actual practices, there are wards and villages which have about 90-95% illiterates among the adults. Havings identified the weekspots, a literacy jatha was organised. This shouted slogans highlighting the importance of literacy and numeracy and inviting those who could till the rocks and conquer the huge waves in the sea, to learn the alphabets and become better men and women. Instances of people in distress due to illiteracy and the attempts at eradicating illiteracy all the world over were described at the public meetings.

Selection of centres and workers:

Since in Kerala there is a net work of about 4100 libraries which could run literacy classes for 30-40 persons, selection of centres was a real problem. The most essentail areas were given top priority. This was done in consultation with the local leaders-both social and political. Library workers are mostly interested in literacy work and they volunteered to be instructors in literacy classes. Among them, a selection was made in regard to aptitude, ability, time to spare etc in addition to some being selected on the grend that they are teachers.

Orientation Course:

Teaching the adult is different from teaching the young children. A thorough mastery of adult Psychology, their specific needs and problems, their interests and hobbies, their outlook and ways of life etc is essential to be a successful teacher in the literacy centres. An orientation course was organised for about a week to highlight these aspects as well as equip them better to discharge their duties in full earnest. The different techniques of teaching, testing, improvising aids etc were discussed at length in these courses. The lively discussions that followed, enabled the participants to clear their doubts.

Forming an Expert Committee:

The organisation of the orientation course, preparation of syllabus and text books, planning the entire programme, designing evaluation procedures etc as also the follow up were discussed in detail in the meetings of the expert committee constituted for the implementation of the pilot functional literacy projects in Kerala. The Committee consisted of experts in Agriculture, Fisheries, Health Education etc besides those proficient in educational technology and techiniques of evaluation and test contruction

besides those proficient in educational technology and techniques of evaluation and test construction specially suited to the adults. They rendered expert service voluntarily.

THE EXPERIMENTS IN KERALA TOWARDS ERADICATION OF ILLITERACY

By

DR. K. SIVADASAN PILLAI,

Department of Education, University of Kerala, Trivandrum - 14

KERALA [illegible] first among [illegible] Indian states with 60. 16 percent literates according to the 1971 Census Figures. With a population of about 213 lakhs, there still remains about 85 lakhs who are illiterates. It was the Kerala Grandhasala Sanghom, with a net work of about 4000 libraries all over Kerala, who got interested in trying to root out illiteracy from the state, came forward with proposals to the state and Central Governments. According to their original scheme, literacy was to be wiped out from Kerala within 5 years using all the local libraries as literacy centres. But the Government of India sanctioned only two pilot projects of 10 centres each with an intake of 40 adults in each centre. This project was launched on the 1st of December 1971 and got successfully completed by May/June 1972. Encouraged by the results of the pilot project the Sanghom submitted fresh proposals and at present with financial assistance from the Central Government, 30 centres for men and 10 centres for women are engaged in educating the illiterate adults. This slow process would take years to reach the target. It is high time that the Government comes forward with liberal grants to eradicate illiteracy within the next 5 or 6 years and help Kerala claim 100% literacy. Though humble in nature the attempts of the Sanghom have come out with very valuable and creditable results.

By literacy we do not mean simply the ability to read and write. Besides this we want to educate them to be good citizens. Our literacy curriculum has been so framed as to ensure the all round development and modernisation of the individual. We teach Social Studies, Arithmetic, health education, poultrying, diarying, bee keeping, cottage industries etc. through the main srream of agriculture or fisheries which are predominant in Kerala. In these subjects we expect the standard of an S. S L. C. student from our learners. (1) Though this might appear rather impossible to come, we have achieved this. The reading and writing abilities could not reach the expected level within the six months. So we have now revised the pattern and the course is now of 12 month duration. So, as against 150 hours of work in the first pilot project we are now using 300 hours. The working hours and exact timings are fixed subject to the convenience of the learners but we have fixed 2 hours (2½ hours including warming up, discussions etc.) per day for 3 days a week for each centre.

An expert Committee consisting of subject specialists in various fields, psychologists, educationists and social workers have been formed for the implementation of this project. (2) We have evolved a detailed syllabus, prepared books for the different subjects and drafted a scheme of evaluation. We didn't have a literacy primer during the first project but used to teach reading and writing with the help of the subject books. From the evaluation report (3) it was felt essential to have a literacy primer and we prepared one. (4) It contains 30 lessons to be covered in 60 hours covering the entire alphabets and ensuring a 500 word vocabulary. The idea-sentence-word-letter approach of language learning has been used in its preparation. The adult learners have found this very useful as also the teachers. The second part of the Primer (5) was released during August

4.4 K. Sivadasan Pillai, "The Experiments in Kerala Towards Eradication of Illiteracy," reprinted from Educational India, Oct. 1973, 3 p.

1973 so that the second project people have the benefit of another 1000 word vocabulary by the time they complete the course.

We admit people of the age group 15 to 35 or 40 considering how far they are motivated and their chances of completing the course. Each batch has about 40-50 adults. A team of 3 teachers are allotted to each centre after a thorough orientation. Lectures on functional literacy, adults-their needs and problems, adult psychology, special methods of teaching the adults, teaching aids, Effectiveness of evaluation etc and model lessons are provided for the literacy teachers during their orientation courses of about a week or so. Dedicated social workers usually come forward for this work. Only a nominal honorarium is being given to these literacy workers. The Expert Committee arranges monthly seminars at various literacy centres to discuss problems and they review the progress. Continuous evaluation by the workers and periodical tests by the expert committee are ensured. The reports are also published. We find a lot of attitude changes in our learners (6)

It is but true that through disuse the literates relapse into illiteracy. Hence we are looking after this aspect too. Immediately after the completion of the first project we started publishing a fortnightly "Sahshara Keralam" with useful reading material for the neoliterates. This is sent free of cost, by post, to all the 800 neoliterates. Follow up studies have shown that this helps the neoliterates keep up their knowledge, improve upon it and keep in touch with the literacy centres for timely help.

A workshop for preparing books for the neoliterates was organised during April '73 and 25 scripts on various topics are ready for print. A second set of 25 scripts will also be ready by October '73. We are also publishing a book "Sabsharatha" shortly for those who take to literacy works. It describes the how and why of functional literacy, what to teach and how etc. This will be published by the State Institute of Languages.

Another organisation currently engaged in the literacy work is the Kerala branch of the Nehru Institute of Youth Affairs, of which the author happens to be the Hon. State Executive Director. We have launched a massive, time bound, voluntary programme for eradicating illiteracy. We could enlist about a thousand volunteers in our literacy Brigade, within a week of its formation. This brigade, to start with, will make 10,000 people literate within one year, using the leisure hours of employed hands and vacation time of College Students. We have also called upon the Student community in Kerala to follow the "each one teach one" method and thus help eradicate illiteracy from Kerala at the earliest opportunity.

The Adult Education faculty of the Calicut University has started some literacy classes in its constituent Colleges. Now the Government of Kerala has also come up with its programmes in one district—Cannanore. How far governmental machinery could work wonders is to be seen. But there is no doubt that Kerala would be the first state to come out with 100 percent literacy in India.

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A Profile of Literacy House

Literacy House, an institution dedicated to advance the level of adult literacy and the promotion of adult education among out of school rural youth was founded by Dr. (Mrs.) Welthy H. Fisher at Allahabad in the year 1953. It shifted to Lucknow in 1956. Its programmes have a national orientation and include training, material production, research and extension. These programmes are organised in such a way that they make an effective contribution to the national literacy campaigns and to national development.

Literacy House aims to evolve literacy education techniques and tools through initiating action-oriented programmes of functional education related to food production and family life, train workers in the above fields, stimulate and guide other agencies to undertake literacy education work and produce materials for all phases of functional education primarily for out-of-school youth and adults in rural areas.

Objectives

1 develop institutional and staff capabilities and resources to meet training and material production needs of government programmes and to give integrated leadership to functional literacy education movement.

2 conduct training programmes for literacy and adult education workers, agricultural development, especially practical education for small farmers, family life education for the entire family unit and communications.

3 develop and produce basic, instructional and follow-up materials, systematically evaluate the impact on participants and devise effective means of distributing these materials.

4 develop communications aids for functional literacy and adult education including T. V., radio, films, puppetry, folk art etc.

5 demonstrate functional literacy education programmes through action projects especially in the fields of agricultural development, family life education and occupational training for manpower development.

Calendar of Events

1953 Dr. (Mrs.) Welthy H. Fisher Founded Literacy House at Allahabad on 13 February.

The first assignment Training of Chief Social Education Organisers for the Government of India.

1954 Mr. K. M. Munshi, Governor of Uttar Pradesh invites Literacy House to Lucknow.

World Literacy Inc. (Now World Education Inc.) the principal supporting organisation of Literacy House sends its first contribution of 50 000 dollers.

1955 Educational puppetry for social change gets its beginning at Literacy House.

1956 India Literacy Board established to own the property and guide the policy of Literacy House.

Welthy Fisher visits Vinoba Bhave in Gaya and receives his blessings for the project.

Ground broken for the new campus at Lucknow designed by architect Laurie Baker

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4.5 Literacy House, A Profile of Literacy House, Lucknow, Literacy House, 1973, p. 1-20 cations working in areas of functional literacy, food production, and family life education, and share its expertise and experience through material, discussions, services, workshops and conferences etc.

7 establish collaborative relationship with various governmental and non-governmental agencies at regional, state and national levels and relate its programmes to their activities.

Programme Development

The work at Literacy House developed through several stages. The initial emphasis was on conducting literacy classes in rural areas, developing methods and techniques for teaching illiterates. The next step was to provide follow-up services for retention of literacy skills. This led to the establishment of a School of Writing with the grant received from Ford Foundation in 1958. Ways and means devised to deliver the simple material developed in the Writers' Workshops to neo-literates at the door steps. The consequent emphasis was on developing mobile library services. The experiences gained showed the need for linking and integrating the literacy education with agricultural and industrial development. This led to the creation of a Farmers' Institute at Bijnaur in 1966. Then came the realisation that literacy education should be built around the needs and problems of family as a unit. Thus finally came into existence a Family Life Centre in 1969.

Core Programme and Special Projects

Literacy House programmes fall under two categories namely Core Programme and Special Projects. The Core Programme includes training of functional literacy workers and project coordinators (especially for food production and family life education), development, production and evaluation of related teaching materials and audio-visual aids for new literates, teachers and teacher-trainers. This is the continuing programme at Literacy House and carried out by highly qualified professional and administrative core staff.

The special projects are time bound systematic investigations, studies and programmes undertaken by the project and instetional core staff of Literacy House. These projects lay emphasis on programme development and feed back of the results for modifications and improvements and are undertaken only when the required financing is assured. The nature and scope of the action oriented special projects fall into six major categories:- agricultural development education, family life education, functional literacy education/training, literacy education communications media, research and evaluation and library services.

A profile of Literacy House is presented below through a capsule description of its programmes and activities :

1957 World Literacy of Canada formed to support Literacy House.

400 lady teachers trained to open night schools for young mothers.

Administration Building inaugurated by Dr. Radhakamal Mukherjee.

Received 69,000 dollers gift from Ford Foundation for the establishment of the School of Social Writing.

1958 The first three-months Writers Training Course initiated by Mrs. Welthy Fisher and Dr. Radhakamal Mukherjee.

CARE gives a grant for distribution of 1,000 literacy kits.

Indian Adult Education Association holds its IX National Seminar at Literacy House Campus.

The first Indian support comes from G. D. Birla, India's leading industrialist.

1959 The House of Prayer for all people is inau rated by Dr. S. Radhakrishnan, Vice Preside of India.

Dr. Zakir Husain, Vice-Chancellor of Alig. University joined the India Literacy Board.

Nepal sends a group of literacy educators f training.

Panchayati Raj Training Centre to train villa leaders inaugurated.

1960 American Junior Chamber of Commer ports first Tibetan teachers training p gramme.

Twenty literacy classes among industrial w kers in Kanpur commenced with the coope tion of Labour Welfare Department, Gove ment of U. P.

Agricultural Development Education

The agricultural development education activities hope to demonstrate the positive correlation between functional literacy education and agricultural production by initiating programmes of farmers' functional literacy classes, farmers' training, agricultural extension service, preparation of teaching materials for young farmers, maintenance of a vocational workshop and development of demonstration activities.

Some of the special projects underway are Farmers' Training, Agricultural Extension and Custom Service, Training of workers for Farmers' Functional Literacy project sponsored by Central and State Governments, Shramik Vidyapeeth, School of Tractor Drivers and Mechanics and research studies.

Farm Management

Literacy House is managing two agricultural farms of approximately 60 acres each one at Bijnaur and the other at Neewan a poultry farm of 1000 layers and a cattle breeding cum milk production farm in collaboration with National Dairy Development Board at Bijnaur Campus. The farm management programmes aim to be developed as a training-cum-demonstration units for the young farmers under training and the farmers of the locality.

Family Life Education

The family life education programme aims at propagating the idea of smaller, healthier and better educated families through functional literacy education programmes centring around the concepts of planned parenthood, population and family life education, nutrition, child care, home management and socio—economic development of rural communities. The focus throughout is to reach all members of the family. The programmes under this sector include building up resource facility centre relating to functional literacy, family life planning and population education for use of workers; development of proto-type programmes and teaching materials in family life planning education both for workers and target population; organisation of training courses, workshops, seminars for professional workers; and conduction of research studies.

1962 Naya Savera Teaching Technique material (Primer and graded books in Hindi) written, published and distributed.

Retention of literacy skills programme initiated through Mobile Libraries.

Welthy Fisher receives the G. J. Watumull Memorial Award for her work in literacy and adult education.

1963 Two books published by Literacy House won Government of India Prizes.

Bil and Cora Baird, America's famous puppeteers spent ten inspiring days at Literacy House

1964 Welthy Fisher receives the 10,000 dollers' Ramon Magsaysay Award.

Two books are written and published for UNICEF.

1965 USAID sanctioned Rs. 79,99,000 as grant for five years to expand the work of Literacy House in other parts of the country.

1966 Workers Mobile Library Project initiated in Kanpur.

Literacy House programmes reorganised.

Young Farmers' Institute inaugurated.

1967 Beta Sigma Phi, the Amerian women's organisation ten-year contributions totalled over 60,000 dollers.

1968 Construction of educational campus of Young Farmers' Institute at Bijnaur Farm commenced.

Literacy House joins Sarve Sava Sangh (Vinoba Bhave's Land Gift Mission) to promote literacy and train farm leaders in Bihar and Uttar Pradesh.

Six-week seminar on development of primers in regional languages organised.

1969 Eastern U. P. Adult Education Centre established at Deoria out of the grant received from World Literacy of Canada.

Welthy H. Fisher receives the first Nehru Literacy Award from Mr. Zakir Husain, President of India.

Mr. James George, Canadian High Commissioner to India inaugurates the hostel building of Young Farmers' Institute at Bijnaur.

Some of the special projects underway are Welfare Extension Project sponsored by the Central Social Welfare Board, Family Life Planning Mobile Van Services, sponsored by World Literacy of Canada, Chikan Embroidery Project, a practicing Nursery School, Literacy Oriented to Better Family Living; Nutrition Education, Documentation of the Family Life Education material developed in India pan Research Studies.

Functional Literacy Education/Training

The training programmes conducted both on and off campus for literacy and adult education workers such as teachers, supervisors, trainers and administrators are oriented to the needs of both governmental and private literacy education institutions. As an integral part of these training programmes this sector is involved in the preparation of course syllabi, instructional materials, programmed instruction and teaching materials field tested in the on going literacy classes conducted in neighbouring villages which provide an excellent laboratory and feed back mechanism. It also conducts evaluation and research studies in literacy teaching techniques.

Some of the special projects initiated by this sector include: conduction of off-campus training courses for literacy and adult education workers through peripatetic team, School of Correspondence Courses, Radio/Transistor Mechanic Training, Training of University Teachers and Student Leaders in literacy programmes under National Service Scheme and Functional Education Projects.

Literacy Education Communications Media

The functions of the literacy education communications media include : develop, test, and produce primers, texts, follow-up and instructional teaching and reading materials for illiterate, and newly literate adults, communication aids and adaptation of folk media such as puppetry, folk drama etc. for educational and recreation purposes for out of school youth and adults especially in rural areas. It also aims to initiate experimentation and evaluation in the production and use of new media and aids (radio, television short films, comic strips) and their implications for literacy education, offer porfessional training programmes, seminars, workshops in specialised communications (puppetry, radio, tele-

The first Correspondepce Course for training literacy teachers and workers inaugurated.

Family Life Center established to link literacy with family life planning.

Family Life Centre develops Family Life Planning Education Kit for rural health workers.

USAID extends grant for two years.

Netherlands Literacy International Committee and the Frauen Welt Organisation in West Germany started supporting Literacy House.

Literacy Information Centre established at New Delhi.

1970 Literacy/Population/Family Planning Education Workshop for 49 representatives of neighbouring countries organised at New Delhi and Literacy House, Lucknow in collaboration with World Education Inc. New York.

Mohammed Raza Pahlavi Prize of UNESCO awarded to Literacy House.

Dr. (Mrs.) Welthy H. Fisher Endowment Fund created.

1971 Eastern Regional Conference on Population Policy and Programmes sponsored by Population Council of India held at Literacy House.

Welthy H. Fisher conferred Humanitarian Award of the Variety Clubs International of the United States.

Produced five teaching aids on applied nutrition programme for UNICEF.

1972 Regional Workshop for Development of Integrated Teaching Material on Functional Literacy and Family Life Planning sponsored by Population Council of India, India Literacy Board and World Education Inc. held at Literacy House

New Library Building completed.

Programme for training of workers for Farmers' Functional Literacy Project sponsored by Ministries of Education, Food and Agriculture and Information and Broadcasting. Government of India [illegible] t writing, comic strip and reading material writing erates) and publish the results in order to share the s and experiences with others. It also looks after the action, sale and distribution of various types of communi-ion aids.

The nature and scope of special projects initiated under this sector include : Production and Testing of Motivational Films for Functional Literacy Education; Folk Media Communications (Puppetry and Folk Drama); Integrated Teaching Material Development and Production; and Silk Screen Printing cum-Training Unit.

Research and Evaluation Services

The basic role of research and evaluation services at Literacy House is to build a fund of usuable knowledge on the problems of educating adults and to assist staff of Literacy House and other agencies in developing research designs, tools and techniques for initiating basic and action oriented study projects.

The services extended by this sector include : conduct bench mark surveys, keep records, build new programmes, watch change and guide programmes accordingly, develop model built-in-evaluation tools and techniques for on-going activities of Literacy House, organise workshop and seminars on research methodologies and evaluation techniques; and initiate basic research in collaboration with universities and other academic institutions on topics telated to functional literacy education.

Library Services

This function of Literacy House is being carried out by Central and District Libraries.

Central Library

. The central library seeks to serve the wider needs of the Literacy House academic staff and progamme, develop both interest and awareness of library resources among workers, and scholars and stimulate the literacy movement in India and Asia. It also aims to survey of world literature out-put in functional literacy education especially in the fields of agriculture and family life planning, procurement of books, reports and journals etc., documentation of available material, develop instructional material on library services for use of functional literacy workers and readers and conduct professional training courses, workshops and seminars in library management.

District Library

The district library seeks to meet the interests of the new reading public in rural areas, develop new patterns for distribution of books (market library, book banks, bicycle library), organisation of effective follow-up services (through individual and institutional memberships), book fairs, readers' discussion forums to inculcate the habit of reading and providing technical know—how to other agencies in strengthening the literacy skills and continuing the education of new literates.

3,20,000 sets of Naya Savera Teaching material produced and supplied to Panchayati Raj and Social Welfare Department, Government of Uttar Pradesh for initiation of a Mass Literacy Campaign. 5200 literacy classes opened in first phase.

Family Planning Foundation of India sanctioned Rs. 7,500 for Workshop on Development of Integrated Teaching Material on Functional Literacy related to Population and Family Life Education held at Family Life Centre.

UNICEF gave contract to undertake All India Survey of Teaching Aids related to Training Syllabi of Nurses and Para-medical Training Institutions.

India Literacy Board submitted its Six Year Plan to Ministry of Education and Social Welfare, Government of India, New Delhi for support.

National Dairy Development Board, India sanctioned Rs. 14,00,000 for establishment of Cattle Breeding and Milk Production Unit at Young Farmers' Institute Campus, Bijnaur.

1973 Smt. Indira Gandhi, Prime Minister of India comes as Chief Guest on 20th Foundation Day Celebrations.

Programme Planning

The programme planning activities include: coordination of programmes of Literacy House, write up project proposals, work plans and reports establish, contacts with prospective donors and perform the functions of the secretariat of the Director in all matters pertaining to training, publications, production and public relations.

Administrations

This sector aims to establish an effective adminstration at Literacy House for better utilization and control of funds and execution of the educational programmes and services. The main activities of this sector include : general administration, programme planning, reporting, purchasing and procurement, maintenance of accounts, maintenance of hostels, transport, upkeep of grounds, and work more intensively with governmental and non-governmental agencies concerned with literacy education in Uttar Pradesh and other nearby Hindi speaking states.

Management

A non-profit organisation, run by the India Literacy Board established in 1956 under the Society's Registration Act of 1860, Literacy House receives financial aid from many national and international bodies, including the Central Social Welfare Advisory Board, Family Planning Foundation of India, World Education Inc. New York, Ford Foundation, CARE, World Literacy of Canada, Netherlands Literacy Committee, Frauen, Welt Organisation, West Germany and others. Literacy House is the main organ for fulfilling the aims and objectives of the India Literacy Board.

Progress to Date

Some of the significant achievements of Literacy House during the last two decades include:

Developed a Naya Severa Teaching Technique for illiterate adults (a Primer and three graded readers); trained 12530 literacy workers, 348 literacy supervisors, 1640 teachers for the Farmers' Functional Literacy Project initiated jointly by the Departments of Education, Agriculture and Information and Broadcasting, 1320 Audio-Visual Educators, Puppeteers, Silk Screen printing technicians and radio mechanics, 412 writers and 8943 panchayat leaders

produced 32 evaluation papers and studies, 30 flash card sets and khaddargraphs cut outs, 32 puppet plays, 14 primers in Hindi and other regional languages and 30 instructional materials-guide books and manuals, published 175 titles for new literates (95 follow-up books, 50 content sheets and 30 pamphlets, charts for UNICEF, UNESCO and FAO) translated 32 Literacy House publications into other regional languages; built Farmers' Institute Campus at Bijnaur, undertook land reclamation work on two farms of 60 acres each established a vocational workshop, a poultry and a dairy farm and trained 633 farmers; established a Family Life Centre, organised family life education courses (1520 trained in 47 courses), developed three instructional kits and produced a Family Life Planning Education Kit (4000 sets) for State Family Planning Bureau U. P.; constructed a new library building, extended mobile library services to more than 200 villages covering a population of approximately 200 thousands; extended support to 19 voluntary organisations in eleven states of India to initiate literacy projects and established Eastern U. P. Adult Education Centre, Deoria.

The benefits of training, material production and resource facilities have gone to several million out-of-school youth and adults in the country.

The Task Ahead

During the next decade Literacy House proposes to link its training, material development, research and extension functions to food production, family life education and employment plans of State and National Governments in such a way that they make an effective contribution to the national literacy campaigns and to national development. It will offer specialised training to key workers from all over the country through workshops seminars, and institutes; produce functional literacy teaching materials for learners and trainers; organise family life education programmes on an expanded area; experiment and evaluate in the production and use of new media and aids (radio, television, short films, comic strip writing, puppetry) and initiate action oriented projects.

The darkness of illiteracy is dying
The literacy lamps are lit
A glow of happiness is
Hastening to cover a vast area

For further details write to :

Director: LITERACY HOUSE, P.O. Alambagh, Lucknow-5 U.P. [India]

The public library and adult education in India

Satyen Maitra

Bengal Social Service League, Calcutta

Back in 1936, Tagore in his convocation address to the Calcutta University graduates said: "What is called 'education' now has originated in cities. Business and the pursuit of jobs are following it as concomitants. This foreign system of education may be compared with the lights inside the compartments of a railway train. The inside of the compartment is bright, but the miles and miles of the country through which the train is running are engulfed in darkness." Thirty-seven years have passed and even now what Tagore said is substantially true. Seventy percent of the people of India have not acquired even census literacy, which is a far cry from functional literacy. There has been a phenomenal growth since 1950-51 in the educational facilities in High & Higher Secondary classes (index of growth 650) plus university education (index of growth 615) but this has benefited, by and large, the educated middle classes of India. The rest, who roughly constitute 70% of the people and who comprise the productive group—the farmers and the workers—have remained illiterates.

To understand this anomaly we have to consider the role of the elite or more precisely, the new elite in India today. There are broadly three cultural streams in India: the elite, the folk and the tribal. In the past, there were a number of meeting points between the elite and the folk culture. Both were rural based and both interacted on each other. Only the tribal culture was separate and distinct, unaffected by either. But owing to the British rule, a new class came to the fore—the new elite which turned its back on the village and became urban and Western oriented. Whatever communication there was between the old elite and the folk snapped completely. The new elite or the educated middle class, which is now the ruling class, have advanced their own education greatly in a short space of time, but have neglected the education of peasants, workers and tribals. There are now two societies or to quote Disraeli 'Two Nations'. One educated, full of ideas borrowed from the West and abroad about desirable social changes and the other illiterate or semi-literate with its psychology rooted in the pre-industrial past. This pre-literate society is hard put to understand changes which are either taking place or are in the offing. The Community Development Programme failed because, among other reasons, it was more concerned with extending the knowledge of certain innovations but not really interested in opening up the minds and consciousness of the people so that they could understand, accept and assimilate these changes. In other words, extension of knowledge was attempted without distention of mind, leading to enormous wastage of resources.

There is not only this wide gap between the educated and pre-literate sections of the society, which make it impossible for the two-thirds of the society to understand and know about changes through printed words, there is a new development. Even among the educated, a gap is appearing between those who have technical knowledge and those who do not have it. As the changes and innovations are mostly technological, this is likely to lead to accretion of power by one section of the educated section at the expense of others, bringing in more social tensions and conflicts. In India, this problem is not so acute now, but in future, owing to the general ignorance of the people, it has dangerous potentialities.

The picture which emerges is of an India in the midst of changes, facing new and difficult situations, with a majority of people steeped in illiteracy and unable to communicate, with a small minority of educated middle class, itself split into a coterie of technically knowledgeable people and others educated in an out-dated irrelevant structure. It is not a happy picture. But, it is well to keep this picture in mind, because one can be taken in by superficial changes in urban and rural areas and conclude that India has set her course truly towards modernization.

4.6 Satyen Maitra, "The Public Library and Adult Education in India, Convergence, Vol. II, No. 2, 1974, p. 72-76

Use of modern techniques and methods in agriculture and industry or even university education do not automatically ensure development of modern outlook. Witness the strength of Casteism, communalism, regionalism and sectarianism which run counter to the idea of modernization. Technological advances, with the exception of a small minority, have not touched the attitude of the vast majority of illiterates, semi-literates or even the educated who constitute the bulk of the people. It is a mistake to think that peoples' attitudes adapt themselves spontaneously to changed conditions or automatically change when innovations are introduced. This is the logical fallacy of automatic mutatis mutandis. It will be equally fallacious to expect that people will accept and adopt changes simply at the exhortations of the powers that be. There is a long gap between people being aware of a change and their finally adopting it. Education can shorten or widen this gap depending on whether it has been fashioned as an instrument of change or an instrument for preservation of status quo. Prevalent education which was evolved to serve the needs of an antiquated system based on the domination of many by a few is a drag on progress, generating and perpetuating counterproductive attitudes. But a well directed educational programme, changed and geared to the needs of a developing society can transmit relevant knowledge and skill in the veins and arteries of society and help in a broad transformation of attitudes affecting all sections in the society. In other words, it can help in the formation of a development ethics and development psychology. Education and more particularly adult education can play this transformational role, if it is adapted and bent towards social changes. It can help one to liberate oneself, break out as Paulo Freire puts it, from the culture of silence. Instead of being a product of environment, one can shape environment through critical intervention. Adult education is not just alphabetization, it is much more than that. It should not only present innovations and changes in a form which will be comprehended by two-thirds of the population, taking into account their isolation from the educated middle class, their pre-industrial psychology, their parochial and fragmentary existence; it should also aim to re-educate the so-called educated citizens in relevant matters and develop a critical awareness of what is going round them so that they can act on this environment.

Libraries in our country at one time played a significant role in our national struggle. The freedom movement was mainly spearheaded by the educated middle-class, though later on under Gandhiji's leadership, the base became very broad. It was in the libraries that young people met and drew strength and nourishment from what they read. Libraries became dynamic. They helped and inspired the freedom-fighters.

Now we do not have to contend with the enemy without. But we have enemies within. Among them are illiteracy and ignorance. Libraries will once again have to take on a fighting role to overcome these enemies. Otherwise, we can go on increasing the library services, but essentially they will serve the educated middle-class and fail to reach millions of limited reading ability.

The point which needs emphasis is that the library service in our country has to keep in focus millions of people who have rudimentary education and are unable to digest the language, presentation and overtones of the literature which is available in the market. Graded and scientifically relevant literature has to be prepared for four main groups who suffer from illiteracy—(a) peasants (b) workers (c) women and (d) tribals. The preparation of materials for these groups is admittedly a difficult task and careful preparation is necessary. The literature for neo-literates which are available in the market are generally found unsuitable. Mostly these books are written by authors who rarely have first-hand experience of how illiterates live and are written in the seclusion of their homes. Most of them seem to be writers for overgrown children. Some have excellent literary styles but there is little evidence in them of terms and vocabularies used by the readers for whom the books are intended and of recognition of them as mature and responsible persons. Above all, there is absence of empathy.

Adoption of new practices or change of attitudes cannot be effected by expressing pious wishes and by merely bringing out printed materials in a haphazard and uncoordinated way. There must be a cooperative effort of the writer, the sociologist, the adult psychologist, the linguist, the technical information man and others. Basic word lists and topic vocabulary will have to be prepared.

Granted that if an excellent programme for production of literature for limited literates is undertaken—it does not follow that this literature will be used by them. Even in the West, statistics reveal that the reading habit is not general. It is more so in a society which has not made the transition from oracy to literacy. Reading habit has to be formed. It will be formed only when the reading materials will be interesting, attractive and relevant. Dr. Seth Spaulding stated very succinctly, 'Educational books and printed materials are meant to get across ideas to the people; they must interest these people, they must be read, understood, believed and in some way change the inert and overt behaviour of the reader.' To do this, to get ideas across to the people, libraries can perform a very useful function. Each library should have a separate section for people of limited reading ability, in charge of somebody who is acquainted with the problem and knows his readers well. He should be able to evaluate the available books properly with regard to readability, comprehension, get-up, illustrations, etc. The books should be graded according to their usefulness for neo-literates and more advanced literates. Reading clubs, discussion groups, book-fairs should be organised regularly. Reading is something passive, it is through discussions in a small group that active germination of ideas take place. Above all, knowledge of how to write simply and effectively for neo-literates is essential. For this purpose, the libraries can organise Writers Workshops, under expert guidance. The manuscripts produced in the workship can be pre-tested and modified by the future readers. Production of such literature without pre-testing should not be attempted. A very useful literature can grow up stemming from demands of the readers. This is different from the current practice which is prescriptive. The writers write something which they consider essential for the readers, not necessarily what the readers want to know. Libraries can ascertain the preferences of the readers, can guide their choice, even can help create critical awareness among them.

In a developing society conscious effort is needed at every step to open up the minds of the deprived sections. For centuries, they have been denied sustenance and have remained in a state of near atrophy. To stir them out of it, something more than mere good intention and provision of facilities is required. Libraries can play a really generative role if, in addition to providing facilities, they can learn the art and technique of how to rouse the interest of readers and what is more to sustain and develop it.

In the metropolitan cities of India, one notices a curious phenomenon. The population of the cities is increasing very rapidly, the physical boundaries of the cities are extending far and wide, but the cities themselves present a very chaotic picture. There are millions living in these cities but they have not developed into urban men and women. This requires a new outlook, a new attitude. But most of the increase in the urban population is due to influx of rural people into urban areas in search of employment. They are not assimilated in any main stream. There are clusters of villages—concrete villages if you please—in the heart of the city. Not only that. There are different communities with distinct backgrounds living in not too harmonious relationship. There is mutual suspicion and distrust. A dynamic educational programme is necessary to instruct them in the art of community living, hygiene and health hazards in urban areas, pre-technical and technical training (involving the preparation of simple reading material using terms which they understand), utilisation of leisure time, etc. If the libraries which are dotted all over the city, can arrange film shows, talks, discussions, flash card demonstrations on various relevant topics and display simple and attractively produced materials for the readers, they can really play a transformational role—transforming people coming from rural milieu into conscious and knowledgeable citizens in an urban milieu

Admittedly, this cannot be done by just expressing merely the desirability of doing it. Before the libraries are properly equipped to take on their creative role, research and resources are necessary. In a poor country that may pose a serious problem. But if the libraries are oriented towards that way, even with meagre resources, something can be attempted. Simple audiovisual materials, cyclostyled materials do not cost much. What is needed is the realisation by the libraries that they can play a vital role in adult education programmes. People even in distant areas are gradually emerging out of their state of somnolescence and are becoming conscious of their power to change their own environment. Libraries can shape and provide tools for that. Equipped with these tools, people will know which way to travel and how to travel and no longer will they be willing to follow others blindly.

SHOCKING REVELATION ON LITERACY!

WHAT IS TO BE DOING?

THE 1971 census estimated India's population at 547,949,809. The number of illiterate people stands at 386,572,029 whereas those capable of reading and writing number only 161,37,780. The figure about the illiterates includes about 10 crores of minors within the age group of 5 years. Barring these minors, there are about 28 crores of illiterates in India. The largest number of illiterates now belong to this country.

This alarming problem is, however, a legacy of India's colonial past which lasted for about two hundred years. The country inherited it at the time of her independence. During the post-independence period, there has been some increase in the Govt. initiative regarding adult education. But the attitude of the Govt. regarding allocation of priorities has, on the whole, been disappointing.

A comparative analysis of the figures showing total budgetary allocation for education and that for adult education during the last four Five-Year Plans will bear out the pathetic plight of adult education in our country.

Allocation of expenditure on education and adult education during the Five-Year Plans.

			% of education budget alloted for adult education
1st	153·0 crores	5·0 crores	3·3
2nd	273·0 ,,	4·0 ,,	1·5
3rd	597·9 ,,	3·5 ,,	0·5
4th	N.A.	3·47 ,,	—

The allocation of public expenditure on adult education had gone down at a time when population registered an annual increase of nearly a crore. Primary education could never keep pace with this huge population growth. The post-independence expansion in the basis of education has been very meagre in relation to the needs of the nation. In the sphere of primary education, enrolment of students within the age group of 6 to 11 years stood at 141·1 lakhs in the year 1946-1947. In 1973-1974 it rose up to 637·57 lakhs. In the sphere of higher education, however, (students belonging to the age group of 17 to 23 years) the corresponding figures are 257 lakhs (1946-47) and 30 lakhs (1973-74) which means that in the sphere of higher education the number of students registered an 11 times increase whereas in the sphere of primary education it went up by 4 66 times only.

4.7 "Shocking Revelation on Literacy! [illegible]t is To Be (Done?)" The Young March, January-March 1975, p. 7-10

A larger portion of those who go in for primary education give up studies long before they reach a fair standard. What therefore happens is that a sizeable section of the boys and girls within the age group of 5 to 9 years who join the primary stream of study go back to the illiterate's stream as the age group of 9 to 14 years and thereby swell the country's illiterates total.

During the years between 1901 and 1971 the rate of literacy in India rose up from 6·2 to 29·45 per cent. After the country became free, the figures rose from 16·6 per cent to 29·45 during the twenty years between 1951 and 1971. Percentage of literacy among the girls now stands at 18·70 per cent. The figure was 7·9 per cent in 1951.

These figures are the true indicators of public and private inititive in the matter of adult education. Private initiative, loose and unorganised, started developing in this sphere from the beginning of the present century.

Subsequently, private initiative in the matter of adult education gained strength and momentum in the States of Bihar, Mysore, Rajasthan, Maharashtra, Uttar Pradesh, West Bengal and a few others. An All India Conference on Literacy was held in 1938. The All India Adult Education Association was an outcome of this conference. It is extremely unfortunate that the activities of the Association has so far been limited within narrow bounds of organising annual seminars and publishing booklets and journals.

During the post-independence period the expansion of adult education has largely been due to the efforts of a few voluntary organisations. A number of older organisations also took up the task of adult education in addition to the responsibilities they had

The programme of adult education was included into the Social Education Programme of the Community Development Scheme in the year 1949. But it was soon found out that the programme had failed and one State after another rescinded it.

Public initiative, compared to what existed earlier, has lately gone up. One Directorate of Adult Education and a Central Board of Adult Education were constituted under the Ministry of Education. A programme of literacy campaign among the agricultural population was started under the Govt. initiative. A National Service scheme was initiated amongst the students in 1969-70. A fair number of these students participated in adult education programmes. During the Fourth Five-Year Plan, grant of financial assistance was started for specific literacy project. These grants were channelled through the Ministry of Education and were designed to expand and encourage the activities of the voluntary organisations.

There was an expansion in the activities of the voluntary organisations as well. The problems and posibilities of adult education were closely examined and experimentated with. Books started appearing on the theoretical aspects of adult education programmes and on their methodology. Technical innovation for the purpose was also attended to. The Voluntary Organisation Directory published by the Directorate of Adult Education in the year 1974 listed 89 organisations connected directly, or indirectly, with adult education activities. Of these, some 15 organisations have an all-India character, 26 organisations work at the State level and organisations functioning at the district or regional level number about 47. A total number of 61 such organisations have been preparing books and campaign materials on adult

Notwithstanding this increase in the initiative by public and private organisations in the matter of adult education, the results have only been too inadequate and frustrating. For, how can we look over the fact that the number of illiterate people in India in the year 1971 far exceeded the population total in 1951 ?

In spite of a relative increase in public and private initiative, the number of illiterate people have been on the increase. Unless the seasons, which have led to this situation, are found out, a comprehensive movement cannot be built up to do away with illiteracy at the national level. It is therefore essential to specify the reasons underlying the present pitable position.

(A) The political forces in India had never, especially after the country's independence, viewed the problems of public education as an integral part of the country's overall problems and included that within the bonds of their functioning. This apathy and indifference of the political forces stand very much in the way of preparing a popular base for the literacy campaign. It is because of the callousness of the political parties and organisations representing the workers and peasants that suitable pressure could not be mounted upon the Govt. for the allocation of priority to adult education. Primary education renders Govt. initiative has therefore failed to acquire a universal character, and the business houses keep absolutely quiet on the question of bearing the financial and organisational responsibilities of educating the illiterate workers serving in their concerns.

(B) Besides, no national programme or a target for that matter has yet been fixed up to tackle this huge problem.

(C) The organisations that have come up for working out programmes of adult literacy have number of spheres, e.g. publication of books, organising symposium and seminars, training of workers, etc. What is however absent in these programmes is a correct attitude towards literacy campaign on an extensive scale.

The recommendations of the Kothari Commission had suggested that popular initiative was essential for the succes of literacy programme in a country like India where percentage of illiteracy is very high. Whereas, in practice, these literacy organsations have mostly failed in the matter of developing united initiative of the common people nor have they ever tried for it.

(D) The lack of financial resources led in turn to the failure of mobilising human resources for an extensive, nationwide literacy compaign.

(E) Workers who have recently been joining the literacy movement or those who have long been associated with it lack sufficient theoretical and practical orientation regarding building up of one such movement.

(F) The literacy campaign could not be integrated into the total developmental efforts of the nation.

The reasons stated above are in fact the major hindrances in the way of developing literacy campaign and literacy programme on an extensive, national scale. It is only by eradicating these difficulties that a concrete and extensive character can be imparted to the campaign for adult literacy in future and the deplorable state that has now been existing in the sphere of adult education can be dispelled. This will make possible the building up of a very broad-based united popular national movement.

The role that various forces can perform in this broad-based united movement must, however, be ascertained.

(a) The role of the voluntary organisations :

These organisations must try to mobilise public opinion and develop public initiative for literacy campaign and must work ceaselessly to associate the organised forces in this endeavour. They must work for the solution of the theoretical and technical problems of the literacy programme, shall unleash popular initiative and through that lead the national literacy campaign. These organisations are required further to maintain close connection with the public projects and through careful scrutiny remove their weaknesses and shortcomings.

(b) The role of the union and State Governments.

It is the duty of the Govt. to prepare a comprehensive and time-bound plan for the eradication of mass illiteracy from our country and set up an effective and high-powered literacy board for conducting the programme properly. Representatives of ministries, voluntary organisations, political parties, workers and peasants organisations, and business houses associated with the programme of literacy shall constitute the board. The duty of providing financial, technical and other necessary assistance to the voluntary organisations so as to encourage their actions also falls on the Govts. The Govt. should organise universal primary education and adult education on their own and allocate necessary funds for adult education, and primary education on a priority basis.

(c) The role of political parties :

Illiteracy is highest among the poorest people belonging to the lowest strata of the society. Besides ; the womenfolk, the tribals, and other backward sections of the people are usually deprived of educational opportunities. In the social sphere, illiteracy is an expression of cultural deprivation. A broad-based popular movement alone is capable of remedying it. Unless the political parties accept this task as one of their political programmes, mere initiative of the voluntary organisations and allotment of some funds by the Govt. for the purpose will not succeed in effecting any change in the situation. The literacy campaign when transformed into a political programme will materialise popular participation on the one hand and on the other, will create effective pressure both within the Parliament and outside so as to defeat governmental inaction and change the present hopeless situation thereby. It is under their initiative that the legislative measures needed for the literacy programme can be undertaken.

(d) The role of educational institutions :

The students enrolled in educational institutions or the teachers serving there happen to be among those fortunate few who enjoy opportunities of higher studies within the existing framework of limited educational facilities. The total number of students now enrolled in schools and colleges go beyond 2·5 millions of the callously indifferent, the literate and the illiterate people of the country fail to feel the urgency of literacy campaign. The students have a significant role to perform in overcoming this apathy. Their organised campaign can mobilise public opinion in favour of literacy campaign and can generate interest among the illiterate people for literacy. Being in active association with education, the teachers as well as the students can participate in various experimentations that are undertaken for the improvement of literacy programmes. Their role may be very valuable in the evaluation of such prorgammes.

One of the major responsibilities that the teachers and students may effectively discharge is to educate the illiterate employees attached to their educational unit. In addition, they can organise literacy programmes in areas adjoining their educational institutions. The students enrolled in N.S.S. in particular may serve as the major force in carrying out the role of education centres.

(e) The role of workers, peasants, adivasi and women organisations :

These organisations have been organising people in their respective spheres to effect an improvement in their living conditions and to further consolidate them as social forces. Illiteracy is, however, firmly entrenched among them—the workers, peasants, tribals and the womenfolk. Organised movement alone can bring them effectively within the fold of literacy programmes. These organisations, therefore, can help bring illiterate people belonging to their respective organisations into such literacy programmes. It is impossible to reach these vast masses without their co-operation.

(f) The role of house employers

To organise literacy programmes among the vast mass of illiterate workers serving in organised industries, participation of the employers along with the trade unions is urgently needed. Their participation will be helpful in rendering the organisational, financial and the legal problems especially in the matter of implementing industrywise programmes.

(g) The role of other organisations :

Public opinion may be created through the youth, student and teachers organisations, as well as through the Nehru Youth Centres. They can set up organisations complemetary to the voluntary literacy organisations and participate in the formation of literacy centres.

In order to do away with the existing inaction and remove the difficulties, and to organise thereby a real broad-based, popular literacy campaign, it is necessary to draw in all the forces mentioned above within the fold of this movement. It is necessary at the same time to organise a united endeavour. United effort of the forces that have now been operating at various places and at various spheres is an urgent necessity.

The fate of these recommendations met a disaster similar to dozen of recommendations of other commissions to reform education. We have been again talking a lot about the problem of illiteracy and posing solutions. It seems to be only a debating concert or wrestling for the academicians who otherwise would get rusted. The above said propositions have been placed by the National Literacy conference. This programme cannot be separated from the general educational set up.

In India hardly 2% people read news papers and they are the ones who form opinions, in other words 98% people are led or misled by this thin minority. In a democracy this is disasterous for the harmonious growth of the norms of democracy. The latest trends in the country establish that a few thousand students can force the circumstances to be moulded in any direction. Is there any constructive movement in the country led by the illiterate workers and farmers ?

Who is responsible for this ?

Definitely not the opposition. The education ministry is responsible for it. We have to blame ourselves. The education ministry in the centre has been a department of rehabilitation. After Maulana Abu Kalam Azad the education ministry in the centre remained a bankrupt institution. What is needed most is re-organisation of the entire education ministry. Without which the system cannot be changed.

A national Committee consisting of same radical teachers and student and youth leaders need to be organised which should spell out the meaning of new system of education.

In our next issue we shall be publishing a total programme for the youth of the country as what is to be done to promote literacy in India. □

problems in diffusion of agricultural innovations and functional education programmes

N.K. Jaiswal and H.P.S. Arya

Scientific research in agriculture is moving fast and practically every month new practices, new seeds, new machinery and new perils to crops are coming to light. Numerous institutional and non-institutional communication sources are actively engaged in transmitting technical know-how to the farmers. Various extension methods have been employed to expose the farmer to new ways of modernising agriculture. Demonstrations, radio broadcasts, field days, meetings, groups discussions, fairs, films etc., are some of the methods of equipping the farmers with scientific knowledge of agriculture. In spite of these efforts in communicating the new technology, it has been estimated that only 20 per cent of the available technology have been adopted so far and that too by only 10 per cent farmers.

Farmers' training and farmers' functional literacy programmes have been designed to facilitate and expedite the process of the transfer of improved farm technology from its source or origin to the ultimate beneficiaries, i. e. from research stations to the farmers. Such programme for farmers are meant not only for imparting the knowledge but also the skill for putting new ideas into actual practice. It has been found in this connection that knowledge gained through word-of-mouth communication cannot be retained much longer to put in actual practice. Hence, in view of the limitations of face-to-face communication through such communication media, it would be quite appropriate to analyse the importance of functional adult education in respect of bringing about desirable change mainly in the knowledge, skills and attitude of the farmers.

A literate farmer is less prone either to fall back on his memory or depend on the advice of his fellow member at the proper time for application of improved technology. Instead, he would be inclined to consult the literature and then act accordingly. Functional adult education programme, thus does not suffer from the problems of replications. Further, our efforts in agricultural production should not be directed only towards the immediate increase but also towards sustaining it. This could be achieved only when the farmers are enlightened of their roles as progressive farmers on the one hand and responsible citizens on the other. All these do put a positive premium on the importance of functional adult education.

The past evaluation studies on farmers training and functional literacy programme have however, indicated that these two programmes are not effective to the desired extent for diffusion of farm technology among the farmers. Any attempt to analyse the causes and factors relating to the effectiveness of these programme must be preceded by an analysis of different groups of factors which act as barriers to transfer of farm technology to the farmers. The present paper therefore, attempts to (1) analyse the process of transfer of farm technology; (2) identify the different factors which act as barriers of transfer of farm technology; and (3) study the role of farmers training and functional literacy programme in tackling some of the barriers in this process.

II

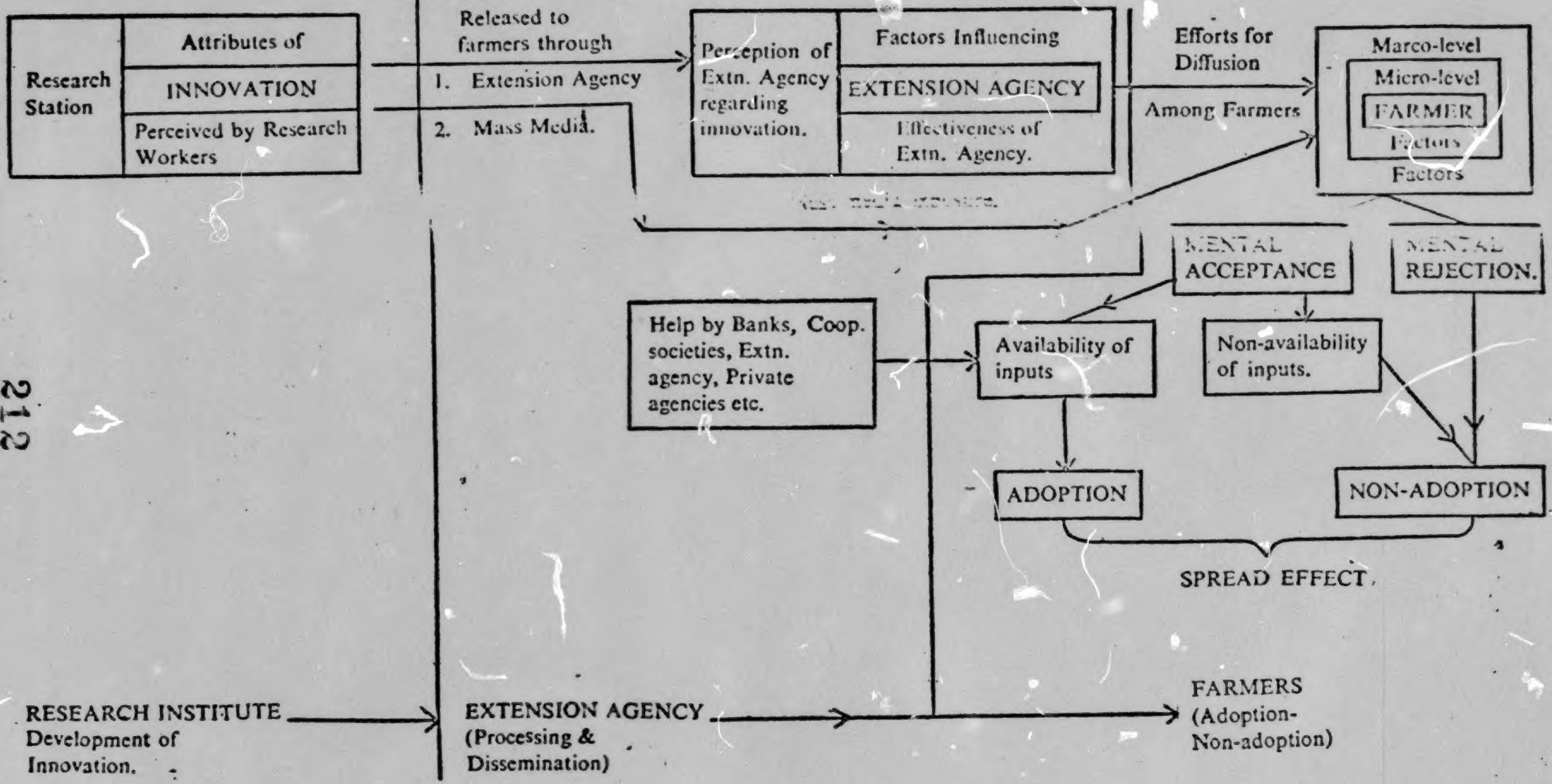
the process

The process of transfer of farm technology seems to have three segments, viz. (a) release of innovation from research stations: (b) efforts to popularise them by extension agencies including Farmers Training and Functional Education, and (c) response of farmers (acceptance or rejection). Each segment has its own group of factors interacting each other and simultaneously with the factor of other groups which ultimately affect the process of transfer of technology. Hence, a piecemeal study of a few factors or a group of factors does not provide the complete and true picture of the barriers to transfer of farm technology.

- Dr. N. K. Jaiswal is the Director, and Shri H.P.S. Arya is a Research Officer (Agricultural Extension and Communication) in the National Institute of Community Development, Rajendranagar, Hyderabad.

4.8 N. K. Jaiswal and H.P.S. Arya, "Problems in Diffusion of Agricultural Innovations and Functional Education Programmes," Farmers Training and Functional Literacy, Delhi, Adult Education Association, 1975, p. 19-25

TRANSFER OF FARM TECHNOLOGY


Research Station
Attributes of
INNOVATION
Perceived by Research Workers
Released to farmers through
1. Extension Agency
2. Mass Media.
Perception of Extn. Agency regarding innovation.
Factors Influencing
EXTENSION AGENCY
Effectiveness of Extn. Agency.
Efforts for Diffusion
Among Farmers
Marco-level
Micro-level
FARMER
Factors
Factors
MENTAL ACCEPTANCE
MENTAL REJECTION.
Help by Banks, Coop. societies, Extn. agency, Private agencies etc.
Availability of inputs
Non-availability of inputs.
ADOPTION
NON-ADOPTION
SPREAD EFFECT.
RESEARCH INSTITUTE
Development of Innovation.
EXTENSION AGENCY
(Processing & Dissemination)
FARMERS
(Adoption-Non-adoption)

To understand in a simple way the process of transfer of farm technology can be diagramatized in a comprehensive model that has been presented here.

The process starts from the research station whence an innovation is released to the farmers for adoption. Though in some cases it is directly communicated through mass media like radio, television and newspapers, due to various limitations with regard to the use of mass media in our country, the improved farm technology is mostly communicated to the farmers by individual and group methods through various extension agencies and persons engaged in the task of farmers training and functional literacy programmes. These persons are the first-hand receiver of the communication regarding the improved technology. They process and treat the message in the way that it may be easily understandable to the farmers.

The attributes of the innovation which moves from the research station to the field may not be understood in the same way by the field level personnel, as understood by the research scientist who developed the innovation. There are various thematic factors (factors related to the attributes or the theme of the innovation) which affect the process of farm technology. Further, the personnel of extension agencies, including those of the farmers' training and functional literacy programmes, apply various methods and approaches for communicating the innovation to the farmers for motivating them to adopt the innovation. There are various factors related to the effectiveness of these methods and approaches which form another cluster affecting transfer of technology.

If all the factors are favourable, the farmer mentally accepts the innovation and tries to adopt . At this stage, he is fully motivated to adopt the innovation. But, this is not the end of the process. Still the adoption depends upon the availability of required inputs at the proper time. If these inputs are available, the practice is tried on a small scale. If he is satisfied with the results, he adopts it fully. The rejection or non-adoption of the innovation is due to the barriers in the different stages of transfer of technology.

III

the barriers

To understand clearly about the barriers to transfer of new farm technology, the various clusters of factors can be discussed in the following sequence :—

thematic factors

Thematic barriers to adoption are those factors which are associated with the innovation (or the theme) itself. These include: high initial cost, low level of profitability, incompatibility, non-adaptability, complexity, complex consequences, non-divisibility, low level of communicability and time lag between adoption and achieving the results.

High initial cost : High initial cost of the innovation is one of the important factor governing the rate and extent of adoption. [1,2] Seed drills were not adopted by the farmers because they involved high initial expenditure. Similarly, hybrid maize was not adopted due to heavy investment on inputs in comparison to the local variety and that too without much surity of yields.[3]

Low level of profitability : The farmers are not impressed by 5 to 10 per cent of increase but it has to be 50 to 100 per cent. Before the advent of high yielding varieties, the adoption of local improved varieties was very low, because they were able to give only 10 to 15 per cent increase in yield over the traditional varieties.[3] However, adoption to a large extent is determined by the adopter's perception of profitability and not by its objective profitability.[4] A survey of farmers' perception surprisingly revealed that cultivation of High Yielding Varieties of paddy and wheat led to a farmer in a loss of Rs. 459.00 and Rs. [illegible]99.60 per hectare respectively on the basis of current prices. How can one expect the adoption of this innovation by other farmers of this area if they also perceive the profitability in the same way.[5]

Incompatibility: Compatibility is the degree to which an innovation is consistent with existing values and past experiences. In a study of diffusion of innovation in U.S.A. it was found that a farmer who had already adopted hybrid maize was familiar with the concept of hybrid vigour and was more likely to adopt hybrid hogs and hybrid chickens.[6] Similar observations were made in case of adoption of hybrid sorghum.[7] Poultry farming in Indian villagers could not be promoted with much success because of its incompatibility with the vegetarian habits of our farmers, and with their prejudices against keeping the poultry birds.

Non-adaptability: Adaptability is the degree of tolerance for different variation in the agro-climatic conditions. The programme of hybrid maize failed mainly due to its non-adaptability in odd agro-climatic conditions in many areas.

Complex consequences : Wilkening and other have indicated that adoption of improved practices is determined by the farmers perception of its consequences.[8]

Continuous use of fertilisers and canal irrigation is claimed by farmers to produce salinity in soil. Such type of percepting lead a farmer to reject the practice. Likewise, introduction of heavy ploughs require strong draft power which was not available with the farmers.

Complexity : Several studies have indicated that complexity of farm innovation was more highly related (in negative direction) to their rate of adoption than any other characteristics of the innovation.[9, 10] Compost making practice, where it was suggested that there should be a layer of waste material of about 9" "with an alternate 3" of cowdung with regular sprinkling of water to aid decomposition and then turning the same to another pit at a given time, could not be adopted even on Government farms because of its complexity.[3]

Non-divisibility : It has been reported that the visibility of an innovation was particularly influential on its rate of adoption in a less developed society.[11] The tardiness in promoting soil conservation practices was associated with difficult demonstrability of the innovations.[2] These studies indicated that non-communicability is a serious drawback of innovation in its spread.

factors related to extension agencies

Several research studies suggest that the extent of promotional efforts made by extension agents is directly related to the rate and extent of transfer of improved farm technology. The efforts of extension agents including farmers training and functional literacy staff, are directed to explain to the farmers the relative advantage of an innovation over the idea it supersedes. Although the extension agency works as a channel of transfer of new technology, it is also a first-hand receiver of the innovation. The extension agents may not perceive the relative advantage of the innovation in the same way, as perceived by the research workers who release the innovation from the research station. It is the perception of extension workers and teachers and trainers of farmers' training and functional literacy programmes regarding the characterstics of innovation which largely determines their efforts to convince the farmers to adopt the innovation. Further, there are certain barriers which come in the way of proper working of extension agents and those engaged in farmers training and functional literacy programmes and which distort the desired goal achievement.

Undue emphasis on short-run effect : Kivlin and others[12] in their study of the third phase of the Indian Project on the diffusion of innovations found that radio farm forums were significantly more effective than the literacy classes in imparting the knowledge and adoption of improved farm practices. But, this was only a short-run effect and would hardly solve the second generation problems of modern agriculture. The programmes of farmers training and functional literacy may not be able to produce short-run effect but it would produce long-run impact as the literacy is indispensible if the results are to be sustained.

Lack of Motivational Approach: Traditional approach towards literacy programme was to make the individual able to read, write and solving simple arithmetic exercise only, but new concept has given an extra importance to motivational aspect of the individual to develop himself. The extension programmes sometimes lack in motivational aspect which is nothing but moving back. Hence, every lesson to the farmers should consist the motivation towards betterment. Without it the results and interests in the Programme cannot be sustained.

Lack of widespread participation in the programme : Several studies have indicated that adoption of improved agricultural practices are confined mostly to big cultivators and the other farmers in lower socio-economic strata, who constitute the majority of the farming community, were ignored.[3, 13, 14] Nearly 70 per cent of the benefit of the extension programmes were observed to have accrued to the elite group.[11] Only 10 per cent of the farmers could adopt the modern technology in agriculture although more than three decades have been invested so far on this problem.[3]

Planning inadequacy : Planning inadequacy on the part of extension agency and government is a serious barrier in adoption of complex innovations. Systematic planning according to the needs and available resources at the macro-level and micro-level is necessary for success of any extension programme. While making a plan for teaching farmers in respect of high yielding varieties, planners should consider the availability of resources in terms of fertilisers, seeds, irrigation, pesticides, etc. Inadequate planning may lead to job tensions in extension workers and frustration among farmers. Planning is done to avoid the barriers and to stimulate the promoting factors. Hence, planning should consider all possible factors starting from the thematic factors to the farmers' related factors.

Lack of Competent Trainers : The programme of functional adult education is very difficult and complex. The whole approach centres around a functional combination of imparting adequate knowledge and skill to the learners, i.e. the farmers. The knowledge of the trainers should, therefore, be commensurate, with the skill in using the knowledge in a practical situation. Thus, it is quite essential that the trainers should be such as to deliver the goods most effectively and efficiently. They should be given in-service training in order to lessen the gap between job requirement and job performance.

Ineffective use of extension methods : Functional literacy is one of the extension methods by which improved farm technology is communicated to the farmers for its adoption. Simultaneously, it combines various other extension methods to achieve quicker and sustained results. It is the skill of the persons engaged in these programmes in using these methods which affects the effectiveness of transfer of technology.

Demonstrations have been regarded as the most potential tool for the promotion of improved practices.[15] But, the demonstrations are not propely conducted and utilised for educating the farmers. There is evidence that even the farmer whose land serves as a demonstration plot often does not know the details of the new practices laid out in this plot and the actual economics involved in it.[13] Similarly, a lot of extension literature distributed at the common gatherings does not serve the educative role. It has also been observed that technical articles of serious nature published in the supplements of the newpapers are not read by 90 per cent of the readers.[15] Carelessness in selecting and using the extension methods leads to wastage of money, labour and time.

Lack of coordination among various development departments : Since introduction of an innovation leads to the requirements of several inputs in terms of seeds, fertilisers, pesticides, irrigation, credit etc., a close coordination is essential between the various sources and agencies to supply the respective inputs in proper quantity at the proper time. Extension of package of practices can only be possible through well coordinated organisation. Coordination of various extension agencies is also necessary to avoid confusion and duplication of work. Lack of coordination between the Adult Education Department, Agricultural Information Bureau, Community Development Department and the Extension Education Divisions of Agricultural Universities has been reported by several authors.[15] Different field workers of these organisations go to the same village almost for the same purpose. In addition, a few private agents and bank field workers visit the villages for more or less the same purpose. This creates confusion and duplication of effort. Sometimes, the recommendations are also contrary to each other. A proper coordination is, therefore, essential to avoid such wasteful expenditure on duplicate efforts and to delineate the specific role of each field workers.

Lack of missionary zeal : Lastly, extension work needs missionary zeal, enthusiasm, and service orientation of the agents. Community development programme was started in India with a missionary zeal and with great enthusiasm, but failed to sustain it after a little progress.[16] A diminution of dedication among extension agents often serves to hinder achievement of the desired level of success of extension programmes designed for transfer of technology.

macro-level factors related to farming community

Macro-level situational factors refer to those related to the socio-economic system of the farmer as well as his bio-physical environment system. Therefore, the factor related to these system will affect his behaviour towards externally introduced innovations. The factors which may affect as barriers to adoption of improved practices are: unfavourable agro-climatic conditions, lack of transport and communication facilities, lack of economic and educational infrastructure, unfavourable Government policies etc.

Unfavourable agro-climatic conditions: The extent of diversity of weather and climate in India is greater than many other areas of similar size in the world. Apart from the spatial diversity of weather and climate, there are variations from year to year and region to region. Even more complex variations are found in soil types of different regions of the country and even within one region. The econological factors determine what different types of production are to be and which species can thrive in the light of existing climatic, soil and biological conditions. Due to these reasons innovations suitable for one region are found irrelevent for the other region.

Lack of transport and communication facilities: Lack of transport and communication facilities are physical barriers for the movement of input supplies as well as for the agricultural produce. Timely supply of input on the one hand and timely movement of agricultural produce from farm to the consumers on the other necessitates adequate and cheap transport facilities. This is one of the main reasons why the new technology is not reaching to the interior regions of a state like Uttar Pradesh.

Lack of Economic Infra-structure: Most of the innovations in agriculture need high inputs, money in the form of credit or subsidy is a must for their actual adoption on the field. Many useful agricultural implements like pumping sets, discus harrows, threshers, sprayers and dusters are beyond the capacity of our farmers to purchase. Hence, if we really want to introduce such types of innovations we will have to provide an effective economic infra-structure in terms of cooperative societies and rural banks.

Governmental policies as a disincentive: Modern agricultural development on the positive side is really a function of Government policy and not a 'gift of nature'. Rapid growth depends upon quality of the policy decision. The formulation of sound agricultural development policies require careful discrimination in identifying the variables that are strategic now and the ones that will become so in the future.[18] The policy regarding ceiling on agricultural holdings, for example, has produced an obstacle in adopting new agricultural technology in respect of mechanisation of agriculture. Further, pricing policy, Government's taking over of wheat market and levy on agriculture producers also had some adverse effects on adoption of improved technology. According to a survey in U.P. it was found that recent Government policies have discouraged the farmers to develop their agriculture.[2] One of the progressive farmer commented that he would sell all the sugarcane of his fields for fuel and not for sugar because the price of sugarcane fixed by the Government was too low. The survey further indicated, that the price fixed by the Government for the purchase of agricultural produce was about the same as three years back whereas the price of other commodities had increased from two to three times.[5]

Lack of adequate emphasis on agriculture in the plan outlays: About half of the total national income (45 per cent) of India is generated in the agricultural sector. About 70 per cent of the country's population derives its income wholly or mainly from agriculture and about 76% of India's exports are of agricultural origin.[19] Hence, agricultural development is crucial for nation's rapid, balanced and sustained economic growth. But it is unfortunate that only 12% of the fifth plan budget has been allotted for agriculture sector.

Social Factors: Social structure, values, norms and sanctions play important role in controlling and directing an individual's behaviour. For example, farmers of Bundelkhand spent most of their savings on court cases for which much of their valuable time is also wasted. Further, the values, norms and sanctions of the society become a barrier in adopting even to the profitable innovations. Brahmins still hesitate to adopt plant protection practices and high-caste farmers do not want to adopt vegetable farming.

micro-level factors

There are certain factors which are directly concerned with individual farmers and which play an important role in deciding about the adoption of improved practices. The barriers to adoption of improved practices connected to the individual farmers are: unfavourable attitude towards innovation, lack of knowledge about the innovation, illiteracy, lack of economic resources, unfavourable farm conditions and other unfavourable social and psychological factors.

Unfavourable attitudes and lack of knowledge: This has been established by many scientists that unfavourable attitudes towards innovation and lack of knowledge about the innovation are negatively related to the adoption of improved practices.[4,21] The farmers cannot adopt innovations which they do not know completely.

Illiteracy: Illiteracy was found to be a major obstacle in communication and adoption of improved farm practices.[22,23] The scope of communication for and with the illiterates becomes limited. Education does not only facilitate communication but it also creates better and quicker understanding, achievement, motivation, aspirations and progressiveness in the individual, resulting in favourable response to improved farm technology.

Lack of economic resources: Financial position of the farmers also decides the adoption of improved farm practices.[24,25]. Lack of economic resources not only reduces the chance of adoption but also creates unwillingness to invest in farming. One study shows that poor farmers when supplied with loan for adoption of improved technology in agriculture, utilised it for other non-productive purpose.[26]

Unfavourable farm conditions: Small farmers have been reported by many scientists to adopt less improved farm practices than the big farmers.[24,27,28] Further, conditions with regard to type of soil and its fertility, irrigation and drainage conditions and scattered holdings are the important barriers to adoption of improved farm practices by majority of Indian farmers.

Unfavourable social and psychological factors: Several studies have indicated that social participation of the farmer is significantly associated with adoption of improved practices.[27,28] Values like traditionalism,[29] conservatism [28,30], fatalism,[31,30] low level of aspirations [24,30] lack of change-proneness[30] and lack of risk taking willingness have been reported as main psychological barriers to adoption of new far technology.

the 'barrier-complex'

From the discussions of the previous sections, it can be concluded that diversified sets of factors act as barriers to transfer of technology. All the factors which have separately been diagnosed above as being responsible for low level of adoption of improved agricultural technology, do not act independently or in isolation. They interact each other to form a barrier complex. This complex of resistances, with manifold intensity and strength act as impediment to transfer of farm technology from Research Station to the farmers. Since the pattern of the barrier complex varies from one innovation to another and from one farming community to another, any programme aimed at transfer of farm technology must take into account the micro-level and macro-level factors related to the farmers along with the quality of the extension approach and the characteristics of the improved technology.

A piecemeal approach to a study of the factors responsible for transfer of technology and adoption through any programme like farmers training or functional education etc. are not adequate and more comprehensive study is needed, in which the process of transfer of technology and adoption can be studied in its totality.

IV

farmers' training and the barrier complex

The discussions presented in the preceding section, leads to the conclusion that the functional educational programmes must take into account the diversified barriers to the spread of farm technology in a farming community. The farmers' training programme should not be taken as the act of merely passing information about the improved farm technology to the farmers, rather it should be viewed as a part of total extension programmes. With regard to the thematic barriers the designers of farmers' training programme must be careful in selecting such innovations as the content of training which meets the immediate need of the farmers and are compatible to the macro and micro-level factors related to the farmers. Lack of adequate knowledge of the extension agents (which includes trainers in the farmers training and functional literacy programmes) was found to be one of the significant barrier to the process of transfer of farm technology. Therefore, immediate steps are needed for improving the knowledge and skills of the persons engaged in extension and farmers' training programmes. It is essential that these personnel must be convinced about the utility of the innovation before they start advocating it to others.

Lack of coordination between different functionaries was found to be another barrier. It is, therefore, imperative that the farmers' training and functional literacy programmes cannot be successful in isolation. Better coordination is essential among different programmes of development directed towards the farmers. An integrated approach in respect of different development programmes is necessary for serving their cause of development.

Since the macro-level factors affect the adoption of innovation to a great extent attempts are being made to create social and economical infra-structure in the rural areas. One of the social infra-structure is the farmers' training centres itself. Attempts should be made to educate farmers through various educational programmes for optimum utilisation of these social and economic infra-structures. The limitation in the macro-level factors must be taken into account while motivating farmers for the adoption of agricultural innovations. The difficult position regarding the supply of the majority of farm inputs in the market must be communicated to the farmers in the right perspective so that they may not be frustrated when they make efforts for the adoption of the innovation.

The discussion in the preceding section points out that the socio-psychological and economic factors related to the individual farmer are strong impediments to the adoption of farm technology. It is, therefore, necessary that attention must be paid to the individual differences among the group of farmers who are participating in the farmers' educational programmes. In other words, such programmes should be problem-oriented in which each participant should feel that his own individual problems are given due attention. It hardly needs to be emphasised that farmers' training and functional literacy programme are essentially an extension programme and the principles of extension education must be kept in mind by their planners.

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5. COMMUNITY DEVELOPMENT

COMMUNITY DEVELOPMENT ADMINISTRATION

THE COMMUNITY DEVELOPMENT movement in India aims at improving the lot of the rural people who constitute about 82% of the population. According to schedules and plans adopted by the Government, almost all the 6,00,000 villages of the country should have come under the community development programme by 1963. It was estimated that 5,216 Community Development Blocks would have been opened by 1963 at an estimated expenditure of 2,62,00,00,000 rupees (Rs. 7.50 = 1 dollar.), and supervised by some 19,000 officials. The figures indicate that the Community Development Administration will have a work-load of nearly 2,000 persons per official, and will incur an expenditure of only six rupees per person over a period of 10 years, or less than a rupee per head per year.

When community development programmes were launched in 1952, the technical representatives of the nation-building departments of the government did not function below the sub-divisional level. In a planned economy, and especially in an under-developed country like India, it is but natural that initiative, at least in the early stages, will have to rest largely with the government apparatus. Initiative has little meaning unless it is supported by a sound system of organization, staffing, direction, coordination, budgeting and intensive study and evaluation. With this objective in view, the Community Development Administration was established in 1963. In establishing such an administration, four factors had to be borne in mind : the infancy of Indian democracy, the overwhelming illiteracy in rural areas, the conservatism of the rural people, and the lack of adequate natural and human resources.

A major question which arises in this context, is whether the staff at the top can expand the administrative machinery to be able to quadruple the present coverage without seriously watering down the quality of the effort. Another question is whether administrative efficiency can be maintained in reasonably close step with the increasing demand of the people, so that dissatisfaction does not move beyond the explosion point. Furthermore, the functions at the block and village levels, unlike at the secretariat level, are not merely of co-ordination but also of direct implementation.

The main functions of the Community Development Administration are : the promotion of social security and growth, the mobilization of public opinion, planning and implementation of programmes, supervision, staffing, and budgeting.

It is through planning that fundamental decisions in respect to location, and exercise of function, direction, supervision, and control are made. Organization involves the orderly structure of the workers for a harmonious interrelation of functions of the staff.

5.1 Prasad Narmadesshwar, "Community Development Administration," in chapter of Change Strategy in a Developing Society, Meerut, Meenakshi Prakashan, 1970, p. 141-160

Staffing implies recruiting and training persons for running the administrative machinery. Direction means making appropriate decisions by the superiors in the hierarchy and seeing that the decisions reach through the proper channel to the last worker. Cooperation means harmonizing the men and their functions for successful execution of the decision.

The administrative set-up is a social mechanism to ensure the desired movement and change in the society. This social mechanism is in itself an association of individuals and operates under certain rules and regulations fulfilling the human needs. As social development continues, administration assumes a broader content. The Planning Commission of the Government of India has rightly stated :

> It includes within its scope the building up of personnel, the training of men running the administrative machine, seeking the cooperation and participation of the people, informing and educating the public and finally organizing a sound system of planning based, as such, on the participation of the people at each level as on the best technical, economic, and statistical information available.

Before the achievement of independence, administration meant little to the great majority of Indians. But at present the daily life of an Indian is to a large extent influenced and conditioned by the activities of the Government and its agencies. It becomes important, therefore, to ascertain whether the administration is so adjusted as to be responsible to the people and responsive to public opinion. Since a single mistake may often prevent smooth work, the importance of the decision-making aspect of the administration cannot be over-emphasised. Decisions are made by many persons at various levels and are naturally influenced by a variety of factors that find no place in an official chart or manual. It is, therefore, necessary to know whether the agency established for rural development operates in the correct way, and also to detect the factors which retard or speed-up administration.

Since rural development activities have become multidimensional, the success or failure of the administrative set-up is directly related to the character of public service organization. It is essential that the working of the rural welfare administrative set-up be understood in its proper perspective, especially in view of the Planning Commission's remarks about the decline in the standards of administration which has taken place during recent years. This calls for immediate reform and improvement in the quality of the administration and in the services which are rendered to the community...

Since administration consists broadly of planning, organizing, staffing, directing, coordinating, budgeting, reporting and execution, any administrative defect must be located in one or more of the above aspects of administration. An analysis of the community development administration reveals the following defects :

1. Suitable arrangements for contacting individual families do not exist in the villages.
2. People's representatives, from the village level upward, are not consulted or contacted.
3. Planning is ineffective because of the present system of planning from the top.
4. The local agencies are not capable enough to plan, execute, guide and direct the community development movement.
5. At the district and sub-divisional levels, the collector and the sub-divisional officer, respectively, are not drawn effectively into development work, perhaps because of their numerous other pre-occupations.
6. Among the officials, there is simply an intellectual rather than an emotional and psychological acceptance of the fact that under the reorganized administration the heads of the districts have become the chief agents of welfare and development activities.
7. As a result of combining revenue work with development, the latter has suffered.
8. Village, block and district development committees, panchayats, etc., have not been properly organized to administer the community development programme.
9. Persons guiding and executing the programmes, e.g., the members of the development committees, are not aware of their precise duties, responsibilities and functions.
10. Within the administration of the community development programmes, there is mostly a one-way channel of communication from the top downward.
11. Quite often, legal and technical quibbling about administrative procedures is allowed to hold up many things.
12. The problems of supply, the service conditions of personnel, programme planning and policy development have not been entrusted to the proper agencies concerned, viz., technical heads, executive heads, etc.
13. The difficulties of field work remain largely unsolved because they are not generally made known to higher authorities.
14. The village level workers have been transformed into mere work supervisors.
15. The village level workers are unable to manage the number of villages at present in their charge, especially because they are expected to handle 16 items of work.
16. In each block the number of supervisors for the respective spheres of the programme is inadequate.
17. Supervisors are untrained in extension work.
18. The claim that each block functions as a unit, is not borne out by facts.

19. Since the duties and functions of many supervisors are not clearly defined, work is done in a haphazard way.
20. The insecurity of service conditions makes it difficult for the staff to discharge their duties.
21. The number and type of workers having been standardized for all blocks, local variations are neglected and hence work suffers.
22. The team of the block-staff is presently under the charge of the block development officer who is not properly qualified to handle technical supply personnel.
23. The number of blocks is being increased without ensuring immediate supply of personnel.
24. The coordination of programmes and their execution is deficient at the district, sub-divisional, and block levels.
25. Uncoordinated tours and visits of different officers interrupt the working of the block.
26. Centralized power, red-tapism, official bureaucracy, and absence of individual responsibility still exist in the block administration.
27. Excessive paper work prevents the field staff from giving complete devotion to field work.
28. The duty of turning in reports and returns keep the officers at their desks, preventing them from giving enough time for inspection or supervision of workers in the villages.
29. There is no evaluating agency at all levels to evaluate the working of the present administration. The mistakes and wrongs go on accumulating instead of being rectified.

PLANNING AND RESEARCH

1. *Survey work and data collection* : There is a general feeling that the community development administration has failed to provide suitable arrangements for survey work. Agriculture extension supervisors and village level workers do the survey work for a year or so. On the basis of their surveying and data collection, the future planning of the community development programme in an area is chalked out. It appears that data collection and survey work have not been taken up very seriously. Even such elementary information as population figures is not available. The village level workers are not the proper persons for collecting such vital statistics. More often than not data are collected from the revenue department and submitted to the development authority. Very little field work is done. It is almost impossible to know the resources that are available in the area, for no attempt has been made to prepare a resource-inventory.

The community development administration provided the survey team with a questionnaire to be distributed among the villagers and to be answered by them or by the investigators after interviewing the villagers. The felt needs of the villagers and various other clues to diagnose the village situation are incorporated in the questionnaire.

The questionnaire is required to be filled in at meetings of the villagers or through group discussions. But this is rarely done. The village questionnaire is generally thrown out. More often than not, answers and responses to the questionnaire are manipulated, contrived, or imagined.

The panchayat mukhiyas and secretaries of the cooperative societies have been entrusted with the responsibilities of assessing the village situation and its problems. But they do not seem to be interested in this work. Very few of them can even say how many families live in their area. Village meetings or group discussions are very rarely organized.

The non-official agencies usually are not associated in the planning process. There is a general feeling that everything is dictated by higher authorities and the opinions of the non-officials do not carry any weight. A good many of the villagers have not heard about development plans. According to some, the agriculture extension supervisors or the gram sevak of the panchayat, or the village level worker prepare plans. It is true in many cases that the mukhiyas of the panchayats and the secretaries of the cooperative societies sometimes help in fixing the priorities in the programmes at the block level. A question that arises in this connection is : what major difficulties are encountered in the process of planning with the help of the villagers and the official agencies ?

The following were some of the officials' replies to this question :

(*a*) The villagers exaggerate their needs in the hope of obtaining unlimited government subsidy.
(*b*) Villagers, not being trained in planning, distort the plan.
(*c*) *We* do not plan ; the plan comes from higher authorities.
(*d*) Villagers do not take any initiative.

The responses of non-officials to the same question were as follows :

(*a*) The publicity agency of the government is ineffective and people do not know that they have to plan.
(*b*) Their own suggestions are superseded by the prepared plans of the officials.
(*c*) They are never asked to prepare any plan and their felt needs are largely ignored.
(*d*) People are not trained properly to come forward to help the government.

2. *Procedure of preparing development plans and fixing targets* : A schematic programme for five years is prepared after obtaining demographic data through the village level worker. The programme is presented by the block development officer to the block development committee which discusses the plan at its meeting and formally approves it. The approved plan is then sent to the different district development officers through the sub-divisional heads ; and they all give their formal approval normally without making any alterations.

The development plans of the different blocks center around indentical items of work. It would seem that there is a standard plan sent by the respective departments to all the blocks. No adjustment seems to be made in the plan of an individual block. Though theoretically the programme is supposed to be adjusted to local conditions, in actual practice it seldom is. A standardized programme does not take into account the variable cultures, economics, geography, the needs of the people, their educational level, etc. In areas where there is a preponderance of tribal people, the situation becomes far more difficult and complicated.

However, the prepared plans do not appear to be of much importance in actual working. The programme in operation in different blocks is practically based on targets and achievements. The responses with regard to targets are as follows :

(*a*) Targets are fixed unrealistically.
(*b*) False figures are incorporated to show achievement.
(*c*) Planning from above breaks the morale of the workers and the people.
(*d*) It makes the workers target-minded, while the educational aspect gets neglected.
(*e*) The question of what and how much can be done, is badly neglected.
(*f*) The quality of work deteriorates.
(*g*) Working becomes haphazard.
(*h*) What we need most, is not considered ; but what we do not want is forced upon us.
(*i*) The emphasis is not on the work done but on the money spent.
(*j*) The realities of the situation are ignored.
(*k*) There is more of show and less of work.

LEADERSHIP AND ADMINISTRATION

1. *Channel of direction* : The community development programme appears to be directed by two central authorities : the Ministry of Community Development of the Governmet of India, and the State Development Commissioner. All others associated with the community development programme simply seem to transmit what they hear or know from these two centres of direction without assessing the pros and cons of the instructions reacning them. The District Magistrate and the sub-divisional officer appear to be the chief authority in the district and sub-division respectively, but they have very little time to look after the development programme. There does not appear to exist any channel from below for seeking clarification about instructions coming from above. There is only a one-way channel, from the state-level to the village level in regard to direction, supervision and control of the community development programme, with the result that :

(*a*) The experience of the actual workers is not generally utilized.
(*b*) No one has [any knowledge when or why a particular item fails.
(*c*) The actual field problems are neither known nor tackled by higher level authorities.
(*d*) The workers do not develop initiative in themselves.
(*e*) Wrong instructions are never challenged and they continue to be issued.
(*f*) The one who is required to work, is not consulted about the way the work should be arranged ; so he loses enthusiasm.

2. *Yours and field instruction* : Most of the directions from the superior officers in the hierarchy are based on their tours and their inspection of the work of subordinate officers. More often than not, the same item of work is inspected by different authorities. The frequent tours in block areas by higher authorities seem to interfere with the smooth working of the blocks.

On the other hand, district level authorities are not able to tour the block area extensively and make on-the-spot observations. Most officers appear to have developed the habit of not visiting the interior of the project area. Equally disheartening direction procedures and touring are reported about the block or project level officials. The mukhiyas of the panchayats perhaps do even more defective touring.

3. *Follow-up of direction* : The higher authorities do not seem interested in checking whether their directions are obeyed. Those directions which emanate from outside the blocks in the form of circulars are placed in the 'directions and circulars' file on which action seldom seems to be taken. It is only in special cases that checks and cross-checks are made about a previously issued direction, and that too when authorities at the state level are interested in a particular direction. It would be worthwhile for directions to be reviewed regularly at meetings of officials and members of the different development committees.

There is a growing impression that such meetings are not given enough importance. Members of Parliament and state legislatures seem to be persistent absentees at meetings of the district development committees. Technical heads at the district level have fared no better. At the block level different technical heads as well as non-officials are expected to give the desired direction through meetings of the block development committees. But this does not appear to be done properly, nor is much importance attached to these meetings.

4. *Freedom of judgment and performance* : There is an impression that the technical personnel at the block, district or sub-divisional level simply carry out the departmental programme without much thinking. Among officials the general opinion is that subordinates are simply to carry out instructions, and not to argue about or disagree with them even if they are questionable.

SYLLABI Of The 1975

TRAINING PROGRAMMES

At The

NATIONAL INSTITUTE OF COMMUNITY DEVELOPMENT

Rajendranagar, Hyderabad-500001

Post Box 164

THE INSTITUTE

THE NATIONAL INSTITUTE OF COMMUNITY DEVELOPMENT is the premier organisation for training and research in socio-economic change in rural India. It is supported and financed by the Government of India.

Training. It imparts instruction to practitioners over a wide range of formal and specific areas of application. The general and specialised courses now offered to officials as well as to non-officials are: (1) General Orientation Course; (2) Area Development and Rural Growth Centres; (3) Land Systems and Measures of Reform; (4) Research Methodology; (5) Training Methods; (6) Changing Patterns of District Administration; (7) Tribal Welfare and Culture; (8) Local Government in Rural India for IAS Officers; (9) Instruction on Panchayati Raj; (10) Public Relations and Rural Radio Forums; (11) Audio-Visual Aids; (12) Communication Media; (13) Agricultural Finance and Farm Management; (14) Drought-prone Areas Programme; (15) Command Area Development Projects; and (16) Communication for Diffusion of Innovations in Rural Areas. The usual duration of the course is four weeks.

In addition, the Institute organises other courses also in related disciplines as may be needed. The syllabi of these courses are revised from time to time in order to update them in consonance with the discovery of new facets of economic growth and changes in planning and development needs. Seminars, workshops, and round-table conferences on topical issues related to development are also periodically organised.

Research. In the research pursuits of the Institute, emphasis is given, in the main, to analysis of the impact of development programmes on the socio-economic and political conditions in rural areas. The results of research are utilised in enriching the content and quality of the training programmes. They also provide guidelines to policy-makers and administrators for improving the existing programmes and formulating new ones. Some of the research programmes now being conducted relate to: Land Reforms in Theory and Practice from 1947 to 1976; Land Consolidation in India; Human and Social Consequences of Intensive Agricultural Development Programmes; Study of Rural Leadership; Effective Area of Operation by a Village-level Worker; Anthropological Study of Tension in Tribal Areas; Various Aspects of Panchayati Raj; Agricultural Trade-unionism: Impact of Developmental Television through Satellites; Regional Planning, Integrated Area Development and Rural Growth Centres.

Consultancy. The Institute offers consultancy services to state governments as well as to national and international organisations. Consultancy assignments on which the Faculty is now engaged are: Formulation of Area Development Plans for Manipur and Lansdowne (Uttar Pradesh); Preparation of an Integrated Tribal Development Plan for a District in Orissa; Agro-economic Survey of Nagarjunasagar and Pochampad Command Areas; Social Change and Panchayati Raj in Assam; Study of Politics in an Indian Village; and Evaluation of ANM and other schemes of the Netherlands Foundation for Child Welfare in India.

Faculty. The Dean, seven Directors of the rank of University Professors; 12 Joint and Deputy Directors of the rank of Readers and nine Research Officers of the rank of Assistant Professors constitute the Faculty.

Publications. So far, the Institute has published 62 books. Most of them contain the results of original research. The disciplines and subjects to which these publications relate are: Agricultural Extension, 14; Community Development, Workers Engaged in It and Rural Leadership, 13; Panchayati Raj, 9; Regional Planning, 5; Health and Family Planning, 4; Communication, 2; Caste and Tribes, 2; Rural Industry, 1;

5.2 "Syllabi of the (1975) Training Prgrammes at the National Institute
of Community Development, Hyderabad" and "(1975) Programme of Courses
and Seminars (at the) National Institute of Community Development"

Research Perspective, 2; Bibliographies, 7; and Others,3.

The Institute brings out two Journals, *Behavioural Sciences and Community Development* (half-yearly) and *Community Development and Panchayati Raj Digest* (quarterly). These contain reports on current research, articles and abstracts on various aspects of rural development.

Campus. The Institute is 12 km. away from the city centre. The campus is spread over 41 hectares of undulating picturesque landscape with seemingly precariously balanced geneissic rock formations. It has a well-appointed hostel to accommodate 70 participants and comfortable guest suites. It is well served by its own transport system in addition to that of the State Road Transport Corporation.

Library. The Institute has one of the best libraries in the country for literature on Social Sciences and allied subjects and subscribes to more than 300 periodicals. A comprehensive up-to-date classified index of articles from periodicals is also maintained. As of 1974, the index consists of 24,000 items; about 6,000 items are added annually. Select Bibliographies have been made on the following subjects: (1) Agriculture and Food Production in India; (2) Communication Media and their Application in Developing Countries; (3) Community Development in India; (4) Cooperative Housing; (5) Democracy and Democratic Decentralisation; (6) Development of Drought-prone Areas; (7) Development with Social Justice; (8) District Administration (9) Drought and Famines—Causes and Policy; (10) Gandhism—Relevance; (11) Green Revolution; (12) Human Relations; (13) Land Reforms; (14) Land Systems and Measures of Reform; (15) Local Government in Rural India; (16) Local Government, Municipal Administration and Panchayati Raj; (17) Modern Agriculture; (18) Planning and Organisation for Development of Irrigation in Command Areas; (19) Poverty and Income Distribution in Rural India; (20) Regional Planning, Rural Growth Centres and Integrated Area Development; (21) Research Methodology in Behavioural Sciences; (22) Role of Youth; (23) Social Tensions in India; (24) Socio-economic Surveys; (25) Status of Women; (26) Teaching Methods and Techniques; (27) Tribal Development and Administration; (28) Tribal Welfare and Culture; (29) Weaker Sections; (30) Women and Child Welfare; (31) Rural Development and Special Programmes.

GENERAL ORIENTATION COURSE

PROPOSITION

The participants of the orientation courses are expected to be experienced practitioners with intimate knowledge of their respective areas of work and related issues. However, it is possible that they may not have a complete and clear overview of the process of socio-economic change, particularly of facets other than those with which they are directly concerned. This can be ascribed, in the main, to a lack of opportunity of interaction with practitioners from other fields. From this proposition it follows that for such a group of trainees, a course based on histories and narrations of programmes and problems has little to recommend itself. The proposition also indicates two further desiderata for the structure and contents of a purposeful orientation course: firstly, that a course should provide the participants with a deeper insight into the interrelations between a wide range of issues relating to development; secondly, that it is so structured as to ensure maximum interaction amongst participants.

In the orientation courses of the NICD these features have now been deliberately incorporated. In each course there is a fair representation of officials and non-officials from various fields, representing different levels of administrative or social vocations. In the course content, stress is now to be laid on highlighting new dimensions of programmes and policies rather than on repeating what is already known. In addition to talks on selected topics, discussion and syndicate methods are extensively employed to promote maximum participation and involvement of the trainees. In other words, the chief objective of the orientation courses is to provide a framework in which each participant can analyse his own experience and assess his role.

COURSE THEME AND CONTENTS

Community development is the obvious choice as the core theme around which the contents of each course are developed. However, in addition to this, it would be desirable to emphasise one or more related features of rural society so as to provide a broad perspective of the development process. Each course, thus, has a well-defined focus from which emanate a wide range of related disciplines and fields of activity which are more or less common for each course.

The contents of each course are put together from amongst the topics given in the following inventory. One or more topics from each of the nine divisions feature in every course, depending on their relevance to its focus or theme.

1. Community Development

1.1 Experiments in rural development in India.
1.2 Community development programme in India : Concepts, review of progress.
1.3 Community development programme in other countries.
1.4 Community development in India : prospects.

2. Land Reforms and Agrarian Relations

2.1 Broad patterns of land tenure systems in India.
2.2 Land reform legislations and their implementation in India.
2.3 Land reforms in developing countries.
2.4 Land reforms vis-a-vis agricultural productivity and social justice.
2.5 Social implications of agrarian relations.

3. The Rural Economy: Structure, Problems and Processes

3.1 Poverty and income distribution.
3.2 Rural unemployment.
3.3 Rural institutions for agricultural development. Credit and input-supply agencies, advisory and service agencies, farmers' associations, youth clubs.
3.4 Performance of agriculture : Production trends, production possibilities, resource-use patterns.
3 5 Special programmes for increasing production, income and employment: IADP, IAAP, Multiple Cropping and HYV programmes, SFDA and MFAL schemes, CSRE, DPAP.

4. Planning for Development

4.1 Planning in India: A historical perspective.
4.2 The Fifth Five-year Plan.
4.3 Multi-level planning in India.
4.4 Planning for integrated area development.
4.5 Units for area development planning and growth centres.
4.6 Planning and implementation: Role of administration and local bodies.
4.7 Feasibility studies and project evaluation techniques.

5. Development Administration

5.1 The philosophy of development administration.
5.2 Role of panchayati raj bodies in development administration, relations between officials and non-officials.
5.3 Inter-level coordination and cooperation.
5.4 Problems of personnel management in panchayati raj.
5.5 Development performance: Criteria and dimensions, relevance of modern management techniques vis-a-vis rural development administration.

6. Socio-psychological Dimensions of Development

6.1 Factors in the development process: Motivation, people's participation, self-reliance.
6.2 Personnel problems in development.
6.3 Group dynamics.
6.4 Impact of special programmes on values and behaviour patterns.
6.5 Leadership in development administration.

7. Social Dimensions of Development

7.1 Social morphology of Indian villages.
7.2 Impact of development and change in Indian villages, achievements and imbalances due to urbanisation, communication, special programmes such as improved agricultural technology, SFDA/MFAL/CSRE, family planning, health and nutrition programmes, extension education, universal suffrage, panchayati raj and political parties, and land reforms.
7.3 Local leadership and problems of development.
7.4 Rural-urban relations.
7.5 Agrarian tensions.
7.6 Changes in the demographic characteristics of the rural population as related to development (with special emphasis on reduced death rates and increasing migration).
7.7 Diffusion of innovations in rural areas, improved agricultural practices, health, family planning and nutrition programmes, other innovations.

8. Communication

8.1 Extension education : Principles, problems and policies.
8.2 Researches on diffusion and adoption of innovations.
8.3 Role of communication and extension in community development.
8.4 Teaching methods in extension education.
8.5 Organisation of communication.

9. Rural Welfare: Problems and Programmes

9.1 Health, nutrition, mother and child care.
9.2 Family planning.
9.3 Education.

METHODS

As the purpose of the orientation course is to initiate a process of reflection and discussion rather than to impart knowledge in the conventional sense of the term, equal importance is given to lectures, group and panel discussions and syndicate sessions.

The number of lectures in a course varies from 20 to 25, and an equal number of group and panel discussions and syndicate sessions are arranged. Apart from these more formal methods, consultancy-tutorial meetings are also held regularly. A consultancy-tutorial group comprising three to five participants meets daily or every alternate day for an informal exchange of notes; a member of the Institute's directing staff acts as tutor resource person.

In addition to these, servicing and workshop

visits to areas of implementation are also arranged.

Time and interest permitting, individual assignments are also given to the participants which are discussed in open sessions.

PARTICIPANTS

Joint and deputy secretaries to state governments, collectors, chief executive officers, district development officers and their equivalents, additional, joint and regional Heads of departments.

Members of State Legislatures, chairmen and vice-chairmen of zilla parishads, senior university lecturers in Social Sciences.

Nominees from foreign countries, particularly developing countries.

1975 Programme of
COURSES AND SEMINARS

NATIONAL INSTITUTE OF COMMUNITY DEVELOPMENT
RAJENDRANAGAR, HYDERABAD-500001
Post Box 164

TRAINING COURSES

1. **Course On** Regional Planning, Growth Centres and Integrated Area Development (Venue: Lucknow) *(Seven Days)*	18-1-1975 (Saturday)	to	25-1-1975 (Saturday)
2. **Eighty-fourth** Orientation Course (Focus on Agricultural Development) *(One Month)*	29-1-1975 (Wednesday)	to	28-2-1975 (Friday)
3. **Fifth Course On** Tribal Welfare and Culture *(One Month)*	3-3-1975 (Monday)	to	29-3-1975 (Saturday)
4. **Fourth Course for** Officers of Command Area Development Projects *(Three Weeks)*	3-3-1975 (Monday)	to	22-3-1975 (Saturday)
5. **Seventh Course On** Area Development and Rural Growth Centres *(One Month)*	2-4-1975 (Wednesday)	to	1-5-1975 (Thursday)
6. **First Course On** Tribal Life and Culture for Forest Staff *(15 days)*	22-4-1975 (Tuesday)	to	6-5-1975 (Tuesday)
7. **Sixth Course On** Research Methodology *(One Month)*	3-5-1975 (Saturday)	to	2-6-1975 (Monday)
8. **Twenty-first Course On** Training Methods *(One Month)*	4-6-1975 (Wednesday)	to	3-7-1975 (Thursday)
9. **Second Course On** Land Systems and Measures of Reform *(One Month)*	7-7-1975 (Monday)	to	6-8-1975 (Wednesday)
10. **Eighth Course On** Area Development and Rural Growth Centres *(One Month)*	11-8-1975 (Monday)	to	10-9-1975 (Wednesday)

11.	**Eighty-fifth** **Orientation Course** **(Focus on Panchayati Raj)** ***(One Month)***	12-9-1975 (Friday)	to	11-10-1975 (Saturday)
12.	**First Course On** **Communication for Rural Development** ***(One Month)***	13-10-1975 (Monday)	to	12-11-1975 (Wednesday)
13.	**Second Course On** **Changing Patterns of District Administration** ***(One Month)***	1-12-1975 (Monday)	to	30-12-1975 (Tuesday)

SEMINARS

1. Tribal Development
(26th to 28th March, 1975)

The techniques of planning development programmes for different tribal groups which are at various levels of economic development form an important theme of the Seminar. The criteria evolved for identifying these groups and the strategies suitable for their development and the various research projects undertaken in the Fifth Five-year Plan period for the purpose of preparing sub-plans and identifying location of specific developmental schemes are included as important contents in the theme of the Seminar for discussion.

2. Methodology of Integrated Area Development Planning
(28th to 30th April, 1975)

The objective of the Seminar is to bring together practitioners for an exchange of notes on the subject. The discussion papers for the Seminar will be based on experience gathered during formulation of area development plans. The focus of the discussion will be on :

(1) Suitable methodology for area development planning;

(2) Data availability and problems of data collection;

(3) Nature of recommendations made; and

(4) Extent to which plans have been implemented.

3. Panchayati Raj
(6th to 8th October, 1975)

In 1969, the National Institute of Community Development held a national seminar on panchayati raj to focus attention on some basic problems of the system. Since then there have been several significant developments and quite a few basic issues of theoretical as well as practical nature have been raised. The Seminar seeks to review the developments relating to panchayati raj in various states and Union territories and to evaluate the performance of the related institutions with reference to financial, administrative and socio-political factors affecting their functioning. On the basis of a comprehensive review, it would suggest measures for formulation of future policy.

4. Mass Communication for Family Planning in Developing Countries
(17th to 22nd November, 1975)

The objective of the Seminar will be to critically evaluate the communication strategies adopted in the family planning programmes in developing countries, to discuss the different problems related to family planning communication and to evolve the future strategy of practice as well as of research in family planning communication with special reference to the possibility of conducting co-ordinated research projects on regional basis. The participants of the Seminar would include top level national experts on family planning communication, as well as experts from developing countries and representatives of international organisations engaged in practice and research on family planning communication.

Social Education
in
Greater Bombay

NIRAKSHARATA NIRMOOLAN SAPTAH
1974-75

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G. K. GAOKAR,
Social Education Officer and Secretary.
Telephones: Office: 452864
Residence: 525361 - 445915

6.1 G.K. Gaokar, "Social Education in Greater Bombay, 1974-75," Worli, Bombay, Bombay City Social Education Committee, 1975, p. 1-74 passim
p.

What is Adult (Social) Education

Adult Education, in its broad sense, is as old as the human society itself. For obtaining a historical perspective of adult education, it should be appreciated that while men were innocent of letters, they had established their character as learners and discovered the advantages and at least some of the basic techniques of transmitting knowledge. Education in the real sense preceded literacy and it is good to know that even now it transcends literacy. Adult education has deep roots in the history of human civilization. It is obvious that the need and usefulness of adult education in its vague but comprehensive sense have been recognised in all societies in the world. The Industrial Revolution, which came over Europe in the 18th Century, brought in great rapidity of change. The changed living conditions of labour and general consequences ofindustrialization provided the impetus for the work and programmes of adult education. We have excellent examples of Adult Education in Denmark through their famous Folk High Schools inspired by the great leader Gruntvig. Along with the spread of industrial revolution, the European thought and influence reached Asian and African countries. The great achievements in Adult Education in China and the U.S.S.R. might also be attributed to western influence, although Soviet Russia's own achievements in literacy have been phenomenal. In many respects, different countries naturally displayed different character and history in their adult education movements.

It is now universally accepted that life-long education is the key to modern education. Education does not end with schooling but it is a life-long process. The adult today has the need of an understanding of the rapidly changing world and the growing complexities of society. Adult education, as it is generally understood now-a-days, was born of the needs created by industrialization. At the same time, other factors like struggles for national independence and for cultural autonomy, the great religious, political and trade unionists movements and the secular idea etc. have all played a considerable part in the development of adult education. The movements, which began towards the end of eighteenth century and during the nineteenth century in Europe and in the United States, spread in the twetieth century to countries which were in the process of becoming industrialized; when these countries were liberated, the efforts in the field of adult education attained their full dimension.

In the Twentieth Century, as a result of rapid changes coming over all the walks of human life, the following factors contributed to the growth of Adult Edducation:-

a) Increase of scientific knowledge and its application;

b) Increase in the leisure time of men in the middle and working classes;

c) A greater fusion of rising standard of living among the population;

d) Development of technology, which by the changes it brings about, makes adult education a necessity in life;

e) Development of the mass media of communication.

Since 1945, after theUNESCO came into existence, development of adult education became one of Unesco's specific responsibilities.

Three International Conferences on Adult Education have been organised at Elsinore in 1949, at Montreal in 1960 and at Tokyo in 1972 respectively. These conferences have proved to be the landmarks in theevolution of ideas concerning aims and application. of adult education. The Elsinore Conference expressed the idea that adult education should cease to be a marginal enterprise serving the personal interests of relatively few people. Adult education was said to have the task ofsatisfying the needs and aspirations of adults in all their diversity.

The Montreal Conference discussed the theme of "Adult Education in a changing world." It became obvious that life would henceforth imply adapting uneasingly to a rapidly developing physical and social context.

In India, "as early as 1949, a decision was taken to designate 'adult education' as 'social education' because the latter term signified more appropriately the broadened concept of adult education which included civic education, cultural and recreational activities, literacy work, library development, development of folk arts etc. Social education, thus, became a comprehensive programme of community uplift through community action. It was, therefore, closely integrated with the programme of community development blocks and extension services. The programmes of social education included Community Centres, Youth Clubs, women's organisations, Adult Literacy classes, farmers' groups, recreation centres, literacy training etc. The conceptual frame work of adult education came to reflect two major concerns: (1) The magnitude of illiteracy among adult population, and (2) its effects on the nation's social and economic development." (Adult Education and National Development-Directorate of Adult Education, Ministry of Education and Social Education, Government of India-page [illegible] of relatively few people. Adult education was said to have the task of satisfying the needs and aspirations of adults in all their diversity.

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The Tokyo Conference placed adut education in a context of life-long education and cultural development, which are inseparable. Adult education aims to educate free individuals in a charging society. Regeneration of education was suggested with aim of creating circumstances for adults in which they could find answers to their problems in the context of their lives, by choosing among a range of educational activitits, whose objectives and contents they themselves had helped to define.

Some definitions of Adult Education.

(1) A. C. Condorect defined public education in 1792 in the following words: —

"To provide all the members of the human race with the means of meeting their own needs, seeing to their own well-being, knowing and exercising their rights and understanding and doing their duty; to afford each one, the opportunity of improving his skills, fitting himself for the social tasks he may be called upon to perform and developing all his national talents and thereby to establish practical equality among citizens and to make the political equality. This must be primary aim of a national education system; and as such, it is but right that the public authorities should provide it."

(2) C. D. Ledge writes: "We interpret adult education to mean simply the education of adults, i.e. all the educational experiences of an adult and all the educational influences which bear on him. Our definition, therefore, includes formal classes in any subject, informal adult education work in clubs and associations and the direct or indirect effects of the mass media; it includes liberal adult education, technical education, craft education etc. in the more developed countries and community development, literacy and health education etc. in the less developed areas."

(3) The Education Commission of India (1964-66) states:-

"The function of adult education in a democracy is to provide every adult citizen with an opportunity for education of the type which he wishes and which he should have for his personal enrichment, professional advancement and effective participation in social and political life." ... In normal conditions, programmes of adult education presume universal literacy. In Indian context 70% of the people are unable to read and write and naturally liquidation of illiteracy becomes a matter of immediate national concern .....

The scope of adult education is as wide as life itself. Its requirements are somewhat different from those of normal school system."

(4) A. A. Liveright and N. Hay Good writes:

"Adult education is a process whereby persons who no longer attend school on a regular and full-time basis (unless full-time programmes are especially designed for adults) undertake sequential and organised activities with the conscious intention of bringing about changes in information, knowledge, understanding or skills, appreciation and attitudes; or for the purpose of identifying and solving personal or community problems. Defined in this way, adult education would include literacy and fundamental education; vocational or job training; education about health, consumer or family problems as well as education about physical and personal development; literature, art, drama and other cultural programmes; community development, social education and community organization, political and civic education, religious or economic education; and a vast variety of other educational programmes designed primarily for adults."

(5) J. Dumazedier writes:

"Sociologically adult education may be defined as action for the cultural development of society or component groups, consciously directed towards the development of the economy, of the society and of the human personality, by means ofa system of continuous or recurrent learning which brings the culture of a member of society into contact with those kinds of culture and cultural levels which are most capable of encouraging such development."

(6) Father of the Indian Nation late Mahatma Gandhi said, "Adult (Social) Education of my conception must make men and women better citizens allround. It should include the education of every stage of life.'

(7) Dr. Radha Krishnan, Ex-President of India, said, "Our problem is to make our society something of which the lowest member can feel proud. It is the reconstruction of our society. That is the Gospel of Social Education."

(8) Pandit Jawaharlal Nehru, the late Prime Minister of India, said, "Social education, in its wider sense, is perhaps more necessary than any kind of education. But this will be so, if the terms are not interpreted in a narrow way."

Objectives of Adult Education

As the Education Commission of India (1964-66) has put it, "One of the major plans in the strategy of a society which is determined to achieve economic development, social transformation and effective social security should be to educate its citizens to participate in its developmental programmes willingly, intelligently and efficiently. This is particularly urgent in a society in which masses of people have missed schooling and in which the education given has been irrelevant to the developmental needs. The farmer who tills the soil or the worker who turns the machine must understand the nature of the soil and the machine and acquire some acquaintance with the scientific processes involved in production in order to adopt new practices and improve upon them." Adult education has an important objective of training people in better skills and creating in them an understanding and knowledge of the technological progress, which Science is making day by day. The following are some of the main objectives of adult education:—

(1) To evolve a system of social changes and development, which will be in harmony with the genius of the people and solve problems of mass education in a practical way within short time as possible.

(2) To enable the illiterates to acquire not the superficial literacy which implies,

often without warrrant, a capacity to read the printed page, but the far more capacity of using heart and intelligence for some construction purpose.

(3) To give greater concretness and reality to the knowledge acquired by the neoliterates in some significant craft, trade or occupation on the basis of education.

(4) Produce workers who will look upon all kinds of useful work including mannual labour, even scavenging — as honourable and who will both be able and willing to stand on their own feet.

(5) Give the citizens a keen sense of personal worth, dignity and efficiency and strengthen in them the desire for self improvement and social-service in a co-operative community.

(6) To enable the people to carry the outlook and attitude acquired in their community environment, into wider world outside.

Every adult is entitled to demand an opportunity to be acquainted with the new knowledge, the changes which affect economic conditions, political behaviour, national changes and the scientific advancement in the world so that the adult is able to play his or her role in the society of which he or she is a member. This lies at the root of the concept of adult education. While following an occupation in life, the adult should have an opportunity to acquire skills and knowledge which will enable him to improve professional competence. This knowledge should also train him to make adjustments with the rapid changes going on around a person and also enable him to adjust with the environment.

The Tokyo Conference mentioned the following four objectives of adult education:-

(a) Adult Education is an instrument for promoting awareness, an instrument for change and socialization; by daily social practice, it aims to create an educated society conscious of the values of a sense of community, it mobilizes energies; all individuals can and should be able to teach themselves and themselves be teachers;

(b) It is an instrument for preparing the individual for productive activity and for participation in management;

(c) It is an instrument whereby the whole man at work and man at play, man in his civic and family roles, can achieve fulfilment; it helps to develop his physical, moral and intellectual qualities;

(d) It is an instrument with which to combat economic and cultural alienation and prepare the way for the emergence of a liberating, genuine national culture.

Adult education, when placed in a context of life-long education and cultural development, which are inseparable, aims to educate free individuals in a changing society.

World situation in regard to Literacy and Adult Education

The literacy percentage in the world, particularly that in Asia, Africa and Latin America is alarming. One third of the world's adult population is found to be illiterate. Though massive campaigns against adult illiteracy were launched and encouraging results were achieved, tremendous growth of population has caused corresponding increase in the total number of adult illiterates in the world. The following statement will show how total number of illiterate adults has increased since 1950 to 1970 though the total percentage of illiterates has decreased:-

Year	World's Adult Population (million)	Literate Adults (Million)	Illiterate Adults (Million)	Percentag of Tota ilitera tes.
1950	1579	879	700	44.3
1960	1869	1134	735	39.3
1970	2287	1504	783	34.2

From the above statement it appears tha effects of the population explosion are gainin upperhand over, literacy efforts. All the mai

areas of illiteracy are situated in the countries of Asia, Africa and Latin America; where percentage of school going children is the lowest and also the level of development is the lowest. The following table will show how illiteracy percentage is comparatively higher in Asia, Africa and Latin America.

Adult Literacy in the world around 1960-70

Major Regions	Adult population	Literate adults	Illiterate adults	Illiteracy percentage
	1	2	3	4
World Total	2287000	1504000	783000	34.2
Africa	194000	51100	143000	73.7
North America	161000	158000	2500	1.5
Latin America	163000	125000	38600	23.6
Asia	1237000	658000	579000	46.8
Europe	521000	502000	18700	3.6
Oceania	13000	11800	1400	10.3
(Arab States)	(68300)	(18400)	(49900)	73.0

It will be seen from the above statement that out of the total 783 million illiterate adults in the world, as many as 579 million illiterate adults are found in Asia alone. That is why Asia is called the biggest storehouse of illiterates in the world.

The situation in regard to Literacy in India is also equally disappointing. The present literacy percentage in India is 29.35 according to the census of 1971. This shows a definite advance over the literacy percentages of 1951 and 1961 which were 16 and 24 respectively. However, the total number of illiterates in India has increased instead of diminishing. The total number of illiterate persons of all ages was 280 million (28 crores) in 1951 which advanced to 330million (33 crores) in 1961 and the same has advanced to 360 million (36 crores) in 1971. The programmes of adult literacy, all over the world, have frustrated.

With the end of the second world war and the accession of many countries to independence, there was a waive of campaigns and crusades against illiteracy in Europe, Latin America, Asia and Africa. Through these campaigns, widespread literacy and literacy of the masses were emphasized for economic development and social change. But a number of these campaigns, after a promising start, were short lived, because the size of the problem to be tackled was out of all proportions to the means and resources devoted to it. Due to lack of adequate preparation, organisation and resources, these campaigns produced only limited results or turned out to be failures. The same thing happened to the general adult education programmes. This happened because the programmes of adult literacy and adult education were not linked with the programmes of economic and cultural development.

World Literacy Figures

Country	Percentage	Country	Percentage
Denmark	100	India	29.3
Sweden	100	Pakistan	18.9
Finland	99	Indonesia	12.8
Britain	99	Phillipines	71.9
U.S.S.R. (Russia)	98.5	Afghanistan	10.0
Canada	98.0	Portugal	42.9
Japan	97.8	Africa	8.8
		Egypt (Arab Republic)	19.
United States of America	97.8	Lybyan (Arab Republic)	31.
Belgium	96.7	Mali	2.
France	96.4	Mauritius	61.
Cuba	77.9	Morocco	13.
Czekoslovakia	95.0	Nigeria	11.
Poland	95.3	South Africa	31.
Newzealand	95	Uganda	35.
Australia	95	Zambia	41

Italy	90.7	Costa Rica	84.3
Spain	82.4	Jamaica	77.0
Iran	22.8	Puerto Rico	80.6
Equador	67.5	Argentina	91.4
Ceylon	75.1	Chile	83.6
Brazil	60.7	Columbia	72.9
Thailand	67.7	Peru	40.6
Mexico	65.4	Venezuela	43.3
Turkey	46.0	Cyprus	75.9
Jordon	32.4	Iraque	14.5
Eulgaria	90.2	Israel	84.2
Burma	57.7	Korea	70.6
China	79.2	Kuwait	52.6
Bolvia	32.1	Malasia	32.3
Sudan	12.0	Mongolia	95.4
Nepal	8.8	Yemen	31.0
Sikkim	15.9	Greece	80.4
Syrian Arab		Hungary	97.4
Republic	29.5	Romania	88.6
ietnam	74.5	Yugoslavia	76.5

Literacy Figures in India

State	Literacy percentage Total	Literacy among males	Literacy among females
India	29.35	39.49	18.47
Greater Bombay	64.03	71.25	54.00
Chandigarh	61.24	66.54	54.17
Kerala	60.16	66.54	53.90
Delhi	56.55	63.87	47.64
Goa-Diu-Daman	44.53	54.45	34.48
Andaman Nikobar	43.48	51.54	30.96
Pondicherry	43.36	54.56	32.0
Luccadiv, Minicoy and Amindivi	43.44	56.26	30.36
Tamil Nadu	39.39	51.68	26.83
Maharashtra	39.06	51.28	25.9
Gujarat	35.70	46.10	24.5
Punjab	33.39	40.6	25.7
West Bengal	33'05	42.84	22.0
Manipur	32.80	46.16	19.2
Mysore	31.47	41.78	20.7
Himachal Pradesh	31.32	42.30	20.0
Tripura	30.87	40.56	30.8
Assam	28.74	37.82	18.68
Meghalaya	28.41	32.92	23.68
Nagaland	27.33	34.42	19.21
Haryana	26.69	37.20	14.68
Orrissa	26.12	38.35	13.75
Andhra Pradesh	24.56	33.26	15.65
Madhya Pradesh	22.03	32.58	10.82
Uttar Pradesh	21.64	37.74	10.20
Bihar	19.97	30.65	8.79
Rajasthan	18.79	28.42	8.26
Jammu & Kashmir	18.30	26.41	9.10
Dadra & Nagar Haveli	14.86	22.00	7.77
North Frontier Agency	9.34	14.60	3.54

In Greater Bombay, 64.03% population is literate; and out of these nearly 6,50,000 adult men and women are illiterate. Looking at the statements pertaining to Literacy percenages in different States one could imagine how great is the task of eradicating illiteracy in our country in the nearest future. Even in the premier city of India - Bombay - a large number of people are yet to be educated. This is a great blot on the fair name of this city, which takes pride in calling itself the Urbs Prima. In order to make Bombay the first fully literate city in India, we must all join hands and attack the problem of illiteracy on a war-footing. All educated people, students, teachers, social workers and all others must join hands to remove the demon of illiteracy from Bombay once for all.

Handicaps suffered by an illiterate Person

1. An illiterate person cannot sign his or her own name but gives his or her thumb impression on any written document without reading

it. Thus he or she can be easily cheated by any one.

2. An illiterate has to depend on others for reading and writing his or her letters containing very important and secret information

3. As a voter, he or she cannot exercise the voting right independantly and wisely.

4. As a worker in a factory or in the field, the illiterate is a loser himself and he cannot help in efficient production due to his illiteracy and ignorance.

5. Due to lack of foresight and prudence, the illiterate falls into bad ways of life and ruins himself and his family.

6. An illiterate woman cannot be a good mother or a good house wife.

7. An illiterate person has to face a number of difficulties in his or her daily life, e.g. getting into a bus and train, getting down at the correct station, writing his or her applications, sending money orders and passing of promisory notes etc.

8. He or she may be cheated by others in everyday dealings.

9. An illiterate loses all the joys and pleasures derived from reading books and newspapers to his or her own taste and satisfaction.

Adult Education Programmes

The Education Commission of India has defined the programme of Adult Education in the following words :—

"An effective programme of Adult Education, in the Indian context, should envisage the following :—

a) Liquidation of illiteracy;

b) Continuing education;

c) Correspondence courses;

d) Libraries;

e) Role of Universities in Adult Education; and

f) Organisation and administration of Adult Education."

Liquidation of illiteracy : The price which an individual as well as the nation pays for illiteracy is high, although one grows accustomed with the persistent malady and becomes insensitive to the harm it does. The circumstances of modern life condemn the illiterate to live an inferior existence. He has little prospects of a reasonable income. He remains isolated from the sophisticated social process such as democratic government and commercial marketing. The uneducated is not in reality a free citizen. Illiteracy as a mass phenomenon blocks economic and social progress, affects economic productivity, population control, national integration and security and improvement in health and sanitation.

The third International Conference on Adult Education held at Tokyo in 1972 also emphasised the need of giving an upper place to Adult Literacy programme. "There is a close connection between the social and economic reformation of the society and the level of literacy. Literacy must be understood to be an element of nation-building. Literacy gives to the adults the necessary communication skills for acquiring such knowledge and training that would enable them to increase their productivity and to participate more effectively in decision making at all levels.

The Education Commission of India recommended two approaches to combat mass illiteracy - (a) The mass approach and (b) the selective approach. As the Education Commission explains, the essence of the (a) mass approach lies in a determined mobilization of all available educated men and women in the country to constitute a force for combatting illiteracy and an effective organization and utilization of this force in a well-planned Literacy Campaign. This approach is unorthodox and has been tried in many parts of the world, particularly in Maharashtra in the form of a Gram Shikshan Mohim and in Greater Bombay in the form of a Crash Programme.

(b) The selective approach is tied down by its inherent limitations and is by its very nature as a overall solution. The selective approach is specially suited to groups which can be easily identified, controlled and motivated for intensive literacy work. The specific needs of these groups can be ascertained and purposeful literacy programmes prepared to meet them. It is easier to handle these groups and investment on literacy for them can yield comparatively quick and gainful results. A further advantage of the selective approach is that the Literacy programmes can include training which will advance the occupational and vocational interests. Such literacy approach is different from the traditional literacy approach, which is only concerned with the attainment of rudimentary literacy skills of reading, writing and Arithmetic. It is a functional literacy approach. The traditional literacy is chiefly remedial and to some extent it makes up the deficiency of the formal schooling. It relies upon the mass approach and attempts to make as large a population of illiterate adults literate in the shortest possible time, with the help of voluntary workers, students and teachers in a community. The objective of the traditional literacy is primarily social, cultural and political rather than technical, emotional and developmental.

Literacy to be of some use as a strategic factor in national integration and economic development, is something more than the mere skills of reading, writing and being able to do some simple arithmetical operations. This is called functional literacy according to the new concept of literacy. It is literacy that works. Functional Literacy includes an intellectual dimention that has been labelled "The conceptual skills." Conceptual skills are related to reasoning and power. The farmer or the worker needs to think conceptually and to be able to make generalizations about his experience. One of the most significant goals of functional literacy is to introduce new values conducive to development. The approach to functional literacy does not just consider the illiterate in isolation, but the individual starting with the total illiterate man in a developing situation. It aims at training man as an active agent for his environment. This training is vocational in character, agricultural or industrial training as the case may be. This is precisely why the new approach is also called work-oriented functional literacy.

Adult Literacy is now considered by many as a pre-requisite without which many forms of capital and technical investment lose their impact. The World Conference of Educationl Ministers, on eradication of illiteracy, organized by Unesco at Teheran in 1965 concluded that rather than an end in itself literacy should be regarded as a way of preparing man for a social, civic and economic role that goes far beyond the limits of rudimentary literacy training consisting merely in the teaching of reading and writing. The process of learning to read and write should be made an opportunity for acquiring information that can be immediately used to improve living standards. Reading and writing should not only lead to elementary knowledge but to training for work, increased productivity, a greater participation in civic life, a better understanding of the surroundiing world and should, ultimately, open the way to basic human culture.

Such Literacy programmes will have three stages as follows :—

1) The initial stage consisting of acquainting the adult learners with reading, writing and arithmetic and some general knowledge relating to civic and national problems in which the entire society is involved and to the profession in which the learner is engaged.

2) The second stage should deepen the knowledge and skills gained in the initial stage and train the adult in using literacy gained for solving personal problems and enriching personal life.

3) The third stage should lead the adult to one of the programmes of continuing education.

In a country like India, one is tempted to vote for a massive attack on illiteracy on a war footing. However one cannot recommend a single approach to fight mass illiteracy in the country, considering the results gained so far in sporadic attempts to wipe out illiteracy. In the Indian context, both the selective approach and the mass approach need to be cosnidered. Though the percentage of literacy in India is slowly increasing, the absolute figures of total illiterates are also on the increase. This is mainly due to the tremendous growth of population. According to census of 1961, India had a population of over 439 million of which about 24% could read and write as against nearly 16% in 1951 and 12% in 1941. During the last 10 years, the population has risen with a leap of 21.0% whereas the rate of literacy has gone up by only 7.1%. The total number of illiterates in the country was estimiated to be about 280 million in 1951, which grew to 332 million in 1961. The present literacy has risen from 24% in 1961 to 29.35% by the end of the third Five Year Plan period, whereas population has increased from 439 to 492 million. By 1971, i.e. at the end of the Fourth Five Year Plan, the population has increased from 492 million to 546 million. and the total number of illiterates to about 360.6 million. At present 180 million adults in the age group of 15 and 44 are estimated to be illiterate.

The principal strategy adopted, so far, for the removal of illiteracy in the country, was exclusive emphasis on the programme of compulsory primary education for all the children till they reached the age of 14 years. However, it has not been possible to implement this programme effectively. Hence it is urgently necessary to launch a **massive unorthodox national programme for eradicating adult illiteracy in the country.** 'Along with this massive programme, a well-planned follow-up education for the neoliterates must also be taken up. Secondly, the adult literacy programme through the selective approach must also be started. As a matter of fact, both the programmes of Mass Approach and the Selective Approach must go hand hand as recommended by the Education Commission of India.

An educated and well informed citizen is a asset to his country. On the other hand, an illiterate and ignorant person is a curse to the society. No democracy can be fully successful unless all its citizens are literate and socially educated. Through Social Education, people can learn better ways of living. Social Education enables them to be clean and hygienic, healthy and strong, efficient and economic. A literate and socially educated man is more successful in his work either in factory or in the field. His dealings with his friends and fellowmen are fair and decent. He is more successful and happy in his family life than an illiterate and ignorant man.

vii. Continuing Education Programmes.

Adult Education has unending function in the national system of education. In conditions of rapid change and advancing knowledge, man must continue to learn in order to live a full life. Learning is the way of civilized life. Of all the forces for change in society, Science has made the greatest impact and education has therefore, to respond more swiftly to signals from this field. Education should combine practice and theory work with learning. **"Role of education and activities related to civic and extra-professional life of the individual are playing a prominent part in many national programmes of adult education." (Tokyo Conference).** Adult Education must be designed to serve a great variety of purposes and different groups which vary not only according to their educational attainments but according to their occupational interests, cultural aspirations and sectors of the community, in particular illiterates, women, handicapped persons, refugees the unemployed immigrants etc., with a view to improve their living conditions.... The educational process should start from the needs inherent in peoples' circumstances and their individual aspirations; it should be integrated with the activities of daily life and lead on inevitably to other forms of educational activity so as to avoid any possibility of relapse into ignorance. This presupposes a well-knit structure comprising an introductory stage (which may be preliteracy and literacy training or atelrnatively a basic general education), and more advance stages i.e. the development of various potentialities and aptitude and also refresher courses as vocational retraining courses.

Programmes of Adult Education

1. Literacy classes.
2. Post-literacy classes.
3. Follow-up (Library Service Study classes, Community groups)
4. Continuing Education for higher ladders of formal education courses.
5. Community Centres
6. Use of mass media
7. Extra-curricular programmes for health, hygiene etc.
8. Caltural Education.

Continuing Education

1. General Education courses
2. Craft training courses
3. Home-crafts, Home Science etc. for women.
4. Vocational Training courses for workers.
5. Farmers' and workers' functional literacy programmes (and other occupational groups)
6. Correspondence courses.
7. Courses for social and cultural enrichment.
8. Need-based (Polyvalent) Adult Education courses.
9. Special programmes for special age groups. Non - formal education.
10. Ad-hoc courses for self-employed people.

Adult Education Movement in India

Adult Education in one form or another has been in existence in India since times immemorial, but its recognition as an organised educational activity is fairly recent. Adult Education was accepted as a definite responsibility of the Government during the period from 1947 onwards. Before this, mass literacy campaigns were organised, particularly since 1939 when provincial autonomy came into being. The sporadic campaigns were initiated by the Universities, voluntary organizations like the Social Service League and local social workers. Actually the campaign of Adult Liertacy and Adult Social Education took organised forms during the first five year plan period, when over 55 lakhs of illiterate adults were enrolled in the Adult literacy classes, run by the community development departments in various developmental blocks in the country.

Adult Education in Bombay

Adult Education through the Government of Bombay began in 1937, when a Committee was appointed to work out a detailed scheme. During the period 1937-38, 211 Adult Literacy classes were organised in Bombay. On 4th April 1939, a large-scale literacy campaign was started by the Adult Education Committee nominated by the Provincial Board of Adult Education and Social Service League under the Presidentship of late Shri B. G. Kher, the then Prime Minister of Bombay. On 1st May 1939. over 596 literacy classes were started under the auspices of this Committee Later, the Government appointed an independent Committee called the Bombay City Adult Education Committee on 18th July 1939, with a view to organise literacy movement in Bombay city on a permanent basis and Shri B. G. Kher continued to hold his office as the President.

Besides late Shri B. G. Kher, the Committee had the privilege of having late Shri Mangaldas Pakwasa, Ex-Governor of Madhya Pradesh, Shri Gulzarilal Nanda, Ex-Union Home Minister, late Shri Champaklal G. Modi, Ex-Judge. Small Causes Court, Shri S. L. Silam, Lt. Governor of Pondicherry, Smt. Sulochana Modi, Ex-Mayor of Bombay as its Presidents in the past. At present, Barrister M. G. Mane is the President of the Committee.

This Committee has been steadily going ahead with its programmes of Literacy and Social Education among the illiterate masses of Bombay, for the last 35 years; and has, till now, succeeded in educating 6,34,650 adult men and women.

During the last 35 years, the Committee had enrolled in its Literacy and Social Education classes 1367772 adults, out of whom 634650 adults including women have passed the test. In addition, 362150 adults, 283025 men and 78225 women attended the post-literacy classes, of whom 171600 passed the Post-Literacy test. There were many more numbering in thousands, who received informal education through educational cinema shows, cultural programmes, cleanliness campaigns, exhibitions and similar other extra-curricular activities organised by the Committee from time to time. During these 35 years, the Committee has spent Rs. 1,03,09416 over the movement of Social Education.

Pioneering work of the Committee:

The Committee has done a pioneering work in the field of Literacy and Social Education movement in the country, and has been recognised by the UNESCO as one of its three associate projects in India.

Our Committee operates its programmes, predominently, in an urban environment and the pattern of its work has been well appreciated, not only in India but also by the experts in the field of Adult Education in the countries abroad. While appreciating Committee's Annual Report for the year 1966-67, the Acting Director of the Department of Adult Education, UNESCO, Paris, writes, "The Bombay City Social Education Committee, with its pioneering services, spread over twenty eight years, has shown strikingly how Literacy and Adult Education can be employed as investment for change and development. The award of honourable mention to Bombay City Social Education Committee for its sustained efforts and decisive contribution to literacy teaching, on behalf of 5,22,000 adults and for its social and cultural activity among those who have recently learned to read, is an international recognition of the significant response and results which have attended your Committee's initiatives."

A number of workers in the field of Adult Education in the country, pay visits to Bombay to observe the activities of the Committee. Unesco experts from different parts of the world also come to Bombay, every year, and study the work of the Committee.

A golden page has been added to the history of the Committee during the year 1969-70 **as a result of recognition given by the Unesco to the Committee's meritorious services in the field of Adult Education.** During that year, the Committee got international reputation for its outstanding merit and success in the fight against illiteracy. The UNESCO has instituted international prize in the name of Mohamed Reza Pahelvi, the Shahenshah of Iran, in 1967. Government of India had recommended the name of our committee for this prize. The International Jury consisting of Her Highness, Princess Ashraf Pahelvi, Mr. Rodolf Baron Castro, His Excellency Ato Work Abtewold, recommended to award honourable mention to the Bombay City Social Education Committee.

Activities of the Bombay City Social Education Committee

The Committee conducts Social Education Centres right from the literacy level to the level of continuing education. The Committee conducts both currirular and extra-curricular Programmes of Adult Social Education. The curricular programmes are in the form of Literacy classes, Post-literacy classes, Continued Post-literacy classes, sewing and cutting classes, Matru Vikas Kendras, Community Centres and Polyvalent Adult Education Centres.

Follow-up education is carried on through Study Circles, Reading Rooms, Library Services, Post-literacy and Continued Post-Literacy classes. Supplementary extra curricular activities like health and cleanliness campaign, film and film-strip shows, exhibitions, excursions, cultural programmes and talks on topics of general interest are also planned regularly for enriching the social and cultural life of the adult learners.

LITERACY AND POST-LITERACY CLASSES

The Committee conducts literacy classes in two stages. The first or the initial stage is of four months. Adults studying in the initial classes get a mastery or proficiency in reading and the elementary knowledge of writing and arithmetic. The second stage of post-literacy education is of 8 months' duration. The adult-learners completing this stage become proficient in both reading and writing. The Committee also organises continuation education classes for the neo-literates, who are ambitious to further their formal education in higher standards, even upto the Vernacular Final Level. A few adults also pursue their education upto the S.S.C. class.

CLASS ORGANISATION WORK

The work in respect of organisation of the Social Education Centres is done periodically, after each four months' session is over. This work consists of propaganda meetings, personal contacts, census of illiterates and finding out suitable places for holding the classes. Areas of work are selected well in advance and officers, supervisors and teachers are put in charge of the same. These officers and area workers organize the work in cooperation with the local social workers, members of the area and Chawl Committees. Members of the Bombay City Social Education Committee also guide in the class organisation work. Though a special period of about 10 days is given for the class organisation work, at the end of each 4 months' session, actual work in regard to the organisation of Social Education classes is planned much earlier.

After the propaganda work census of illiterate adult is taken and enlistment of illiterate adults in the proposed literacy classes is done accordingly. While formulating the classes it is also necessary to find out suitable places to hold the classes. The chawl committee members, local social workers and the members of the committee help in securing rooms and open places for holding the classes.

1. **Literacy classes:** The literacy classes are conducted for the benefit of illiterate adult men and women between the age of 14 and 50. These classes are run for 4 months, with an average of one and quarter hour's teaching every day, and an examination is taken at the end of 4 months. The successful students attending these classes receive free education. Besides teaching aids like books, slates etc. are also given free.

2. **Post literacy classes:** After the adults have completed their literacy studies, they are given the benefit of post-literacy education, with the double object of keeping up interest of the neoliterates in further studies as well as helping them in retaining their newly gained Literacy. There are two stages of Post-literacy Education, each of 4 months, the second stage being held when there is a demand by the adults, themselves. Even after the second stage. The adults, desirous of studying further are given the scope of studying for additional [illegible] months also.

3. **Advanced Post-literacy classes:** In addition to the regular Post-literacy Classes, Conducted by the Committee, Advanced Post-literacy classes, equivalent to Primary IV, V, VI and VII Standards, are also conducted for the deserving students, on voluntary basis. Such classess are organised by the Committee, only for supervision and examination purposes. The adult, pupils, studying in such classes, bear the expenditure on text books, pencils, note books, and tution fees, etc.

The Committee conducts nearly 1200 Social Education classes, every year, and about 30000 men and women receive education through the same.

4. **Social Education Classes conducted by Other Agencies**

(a) **Voluntary classes:** These are organised by voluntary social welfare agencies or individuals, Books, slates etc. are supplied free by the Committee and the institutions or individuals running these classes are paid an honorarium of Rs. 7.50 per class, per month.

(b) **Grant in aid Classes:** The Grant-in-aid classes are organised by the Social Welfare organisations and the Committee gives 50% gran on the admissible expenditure, to the agencie organising such classes.

(c) **Employer's Classes:** These classes ar conducted in the Mills and Factories with th co-operation and help of the employers. Thes are held at the premises of Mills or Factorie and the workers attend them before or afte their respective shifts of work. Expenses fo these classes are borne entirely by the respectiv employers.

(d) **Teaching methods, Materials an Training of teachers:** The method of teachin elementary Literacy, followed by our Committee falls in the group called "Global" methods. We follow the **New Word Method.** The psychologica process involved in the Global methods is t break the larger units into smaller units by wa of analysis. Methods belonging to this grou are often called **Analytic methods.** Learning t read, through this method, becomes interestin and rewarding and progress of the adult learner is greatly hastened. The basic unit of teaching according to the New Word Method is the word. This basic or key-word is introduced through the narration of the story and later on introduced through a picture. The follow-up of the first lesson is the analysis of the key word and sub-key words into letters, later on introducing new or built words through the synthetic process. The Committee has prepared its own primers for teaching Literacy. For teaching Marathi, the **New Word Method** is used, while for teaching Hindi, Picture Word Method is used. In the Post-literacy classes also, the **Analytic** or the **Global** method is used. The Committee has also prepared Post Literacy primers based on the vocabulary study of the neo-literates.

The literacy teaching has, normally, to be done in the classes conducted in or around the residential quarters of the adult learners, since they are unwilling to attend classes held at distant places such as school buildings or public halls. Secondly, the adult learners are not very much enthusiastic for learning. They have to be influenced through local leaders or by persuation. It is, therefore, necessary to enlist teachers, who could do this most challenging job. Normally, local enthusiastic workers are enlisted as teachers. Of course the Committee has a long list of experienced teachers, who have been working for over 15 to 20 years. Any way, it is very necessary to train the new teachers in the methods and techniques of Literacy and adult education. The old teachers also need re-orientation in regard to the growing concept of education and new methods being developed every day. The Committee has a regular scheme of training the teachers and supervisors in these methods of Adult Education. Every year, a full training course for about 12 days is conducted at the Head Quarters of the Committee. In addition to this 4 monthly Refresher's courses are also conducted. These training courses consist of lectures on concept and content of Adult Education, Adult Psychology, methods of teaching adults, aids of teaching, organisation and administration of Adult Education classes, organisation of extra-curricular activities. Demonstration lessons in teaching different subjects are also arranged during the training courses. Besides this training, guidance to teachers and supervisors is also given through periodic meetings, Seminars, workshops and on-the-spot guidance in their respective classes. Exhibitions of educational aids and teaching materials are occasionally organised for the benefit of the workers.

5 THE CRASH PROGRAMME

In order to intensify the Literacy Compaign in the City, the Committee has taken up a crash programme for eradication of illiteracy in Greater Bombay. This Crash Programme is on the basis of **mass approach** through larger participation of the people in the 'Each One Teach One' Campaign on voluntary basis. The Crash Programme envisages increasing number of voluntary teachers, mostly students of Schools and Colleges to take up the work on the 'Each One Teach One' basis. The Committee has an ambition to complete the work of eradicating illiteracy in Greater Bombay in a shortest possible time. In order to systematically organise this Campaign throughout City the entire City is divided into 20 Zones as follows:—

ZONES		AREAS
Zone No. 1	...	Fort.
Zone No. 2	...	Princes Street, Girgaum, Tardeo and Grant Road
Zone No. 3	...	Dongri North and Cotton Green.
Zone No. 4	...	Nana Chowk, Tardeo North.
Zone No. 5	...	Kalbadevi, Dongri Mazgaon, Jacob Circle,
Zone No. 6	...	Kalachowki, Lalbaug, Parel Tank Rd.
Zone No. 7	...	Delisle Road, Worli, Prabhadevi, Sewree.
Zone No. 8	...	Dadar (South), Matunga. Sion.
Zone No. 9	...	Dadar North, Shivaji Park, Mahim,

ZONES		HREAS
Zone No. 10	...	Bandra, Khar, Santacru. (West).
Zone No. 11	...	Bandra, Khar, Santacruz (East).
Zone No. 12	...	Vile Parle.
Zone No. 13	...	Andheri.
Zone No. 14	...	Goregaon.
Zone No. 15	...	Jogeshwari, Malad.
Zone No. 16	...	Kandivli, Gorai.
Zone No. 17	...	Chembur.
Zone No. 18	...	Bhandup, Mulund.
Zone. No. 19	...	Kurla, Ghatkopar, Vikhroli.
Zone No. 20	...	Borivli.

Each Zone has a Zonal Committee consisting of:—

(a) Principals of Colleges in the Zone,
(b) Head of Secondary Schools,
(c) Principals of Training Colleges,
(d) Head Masters of Upper Primary Schools,
(e) Industrialists,
(f) Prominent Citizens,
(g) Students' representatives,
(h) Representatives of Local Welfare and Educational Organisations like Rotary Clubs, Chambers of Commerce, Lions Clubs, etc. ....
(i) Local Municipal Councillors, M.L.As and M.Ps.
(j) Members of the Bombay City Social Education Committee.

The Zonal Committee is expected to do the following type of work:

(1) Undertaking Surveys of different areas in the Zones;
(2) Enlisting Local Voluntary Workers for the Crash Programme work.
(3) Contacting schools, and colleges for appealing the students through meetings and personal contacts to extend their active help in the Crash Programme Work;
(4) Arranging training camps for the students to acquiant them with the methods of teaching illiterate adults;
(5) Arranging for the supply of teaching materials, with the help of the Bombay City Social Education Committee;
(6) Supervising the work of students, volunteers and helping them in solving difficulties;
(7) Organising Area and Chawl Committees to take up the Crash Programme work independently;
(8) Appointing different Sub-Committees for carrying out different jobs as mentioned below:—
    (i) Sub-Committee for survey work,
    (ii) Sub-Committee for propaganda work
    (iii) Sub-Committee for supervision work and
    (iv) Sub-Committee for organising the classes.

CONTINUING EDUCATION COURSES

1. Sewing and Cutting classes (for women). 36 sewing and cutting classes are conducted, every year, in different areas.

2. Matru Vikas Kendras:- A special activity for women undertaken by the Committee, is the scheme of Matru Vikas Kendras. The object of conducting these Kendras is to impart knowledge and skill to women of lower, middle and working classess so that they can perform their duties in and outside their home, more efficiently and with better understanding. The women attending these Kendras are taught some important home crafts like Sewing and Cutting, embroidery, knitting, weaving, paper work, doll-making and stationery preparing etc. They are also given the benefits of socio-cultural activities like games, sports, cinemas, excursions, library service, talks and discussions on important subjects, food-demonstrations and trips etc., so that they could be trained to be good housewives and well-informed citizens. At present, there are 11 Matru Vikas Kendras in different parts of the city.

3. **Community Centre:** Community Centre has been started at the Samaj Shikshan Mandir, Adarsh Nagar, Worli, since 1965. The following activities are conducted at this Centre for the benefit of the working class community in the Worli Neighbourhood Unit area:—

For Children:

1. Supervised Study Classes,
2. Games and Sports,
3. Hobby Centre,
4. Katha Malas,
5. Balwadis,
6. Trips and field visits, and
7. Reading Room and a Library.

For Youths:

1. Games and Sports,
2. Cultural Activities,
3. Reading Room and Library,
4. Discussion Groups and Debates, and
5. Community Gatherings.

For Women:

1. Craft classes,
2. Stationery classes,
3. Hindi classes,
4. Literacy classes,
5. Field visits and trips, and
6. Community Gathering.

Besides, extra-curricular activities like educational filmshows, cultural programmes etc. are regulayly organised for the benefit of all coming to the centres.

4. **The Shramik Vidyapeeth (Polyvalent Adult Educational Centre):**

The Shramik Vidyapeeth in Bombay is established according to an agreement between the National Council of Educational Research and Training now the Ministry of Education & Social Welfare, Govt. of India, New Delhi and the Bombay City Social Education Committee, for an integrated programme and continuing system of basic and developmental education of workers in the year 1967. The Unesco helps us by way of sending experts for developing the programmes and giving equipments and aid required for the same.

5. Short-term courses in Family Life Education, home-keeping, nutrition, civics and culture etc.

Follow-up Education Activities

(1) Reading Rooms	—	
(2) Circulating Library Services	—	350
(3) Area Libraries	—	8
(4) Central Library	—	1
(5) Discussion groups	—	
(6) Study circles	—	300
(7) Community Radio Centres and Listeners Clubs	—	14

(8) Production of literature for new-literates—Saksharata Deep a monthly magazine and books on various Social Education topics The Committee has published till now over 110 books.

Extra-curricular Programmes

(1) **Film Shows:** About 400 education film-shows are arranged in the open air, with an object of educating the general public and adult pupils attending Social Education classes, on various important topics of national and international importance.

(2) **Cultural Programmes:** These include Bhajans, Folk dances, folk dramas, dramatics, physical cultural activities, Katha-Kirtans and Folk songs. Every year, the Committee organises about 200 such programmes.

(3) **Filmstrip programmes:** These are arranged for teaching subjects like History, Geography, Science and Health etc. About 460 such programmes are carried out every year.

(4) **Excursions:** Excursions of the Adult pupils and workers are taken out to places of interests like National Park, Elephanta Caves, Caneri Caves, Vihar Lake, Pawai Lake and Aarey Milk Colony etc.

(5) **Cleanliness Campaigns:** These are organised for training the adult pupils and residents of working class localities in maintaining rooms and chawls clean. Nearly 125 such programmes are organised every year.

(6) **Exhibitions:** Exhibitions of pictorial charts, models and other informal materials pertaining to different aspects of Social Education are held to educate the people and make them conscious of the benefits of Social Education.

Other programmes like Food demonstrations, talks on various subjects of Social Education and discussion groups are also organised regularly.

SPECIAL PROJECTS AND ACTIVITIES

(1) **Niraksharata Nomrolan Saptah:** Every year, the Committee organises a Niraksharata Nirmoolan Saptah with a two fold object of (i) awakening the general public to the urgent need of Social Education for the masses and,

(2) for collecting funds for the cause of Social Education. For this purpose, a special Committee is appointed. The Committee organises programmes to publicise the Social Education campaign and also to collect donations through its members, workers in the field, students of schools and colleges and members of local, area and chawl committees. Students play an important part in the fund collection drive.

2. **Seminars and Conferances:** Seminars and conferences of notable educationists, Committee members, workers in the field and officers of the Committee are regularly arranged to discuss various problems of Social Education.

3. **The Samaj Shikshan Mandir:**

The year 1961 was a landmark in the history of the Committee, because in that year, the Committee started the project of its "Samaj Shikshan Mandir," on 3 thousand square yards land in the Worli Neighbourhood Unit area. Till now, the ground and first floor of the first wing and ground first and second floor of the second wing of the Mandir have been constructed, at a total cost of Rs. 6,00,000. The administrative offices of the Committee, a reading room and a Library Hall, A Community Centre, a work centre for adult pupils and a Conference Hall are housed in this Mandir. When completed, this Samaj Shikshan Mandir is going to be a centre of all the socio-cultural activities of the Committee. The Bombay City Social Education Committee appoints a Samaj Shikshan Mandir Nidhi Samiti, every three years, to collect funds for the project of the Samaj Shikshan Mandir. This Samiti collects donations by approaching the generous public, trusts and other philanthropic institutions in the city and also organises big charity programmes to collect funds.

4. **Literacy on Television:** With a view to use the power of the mass media for spreading Literacy and Social Education, the Committee undertook an experimental project to **Telecast Literacy** and **Adult Education Lessons** from 10th September 1974, in collaboration with the Institute of Communication Arts St. Xaviers College and the Bombay T. V. Centre. In all 34 lessons were telecast till 31st December 1974 The rest 56 lessons were conducted in class rooms.

CO-OPERATION OF THE PUBLIC

The Committee appoints various Committees and Sub. Committees for getting Co-operation in various activities.

(1) **Local Sub-Committees:** In order to enlist the help and co-operation of the Local Social workers for conducting the movement successfully, the Committee appoints local Sub-Committees in the areas of different Asstt. Social Education officers. There are 20 such Local Sub-Committees.

(2) **Chawl Committees:** Existing chawl committees are encouraged to work more actively for the welfare of the resident as well as taking active part in the Social Education work carried on in the areas. New chawl committees are also formed for helping in this work. There are 300 Chawl Committees in different areas.

(3) **Area Committes:** Area committees, in different Wards of the City, are organised to get active help and Co-operation of the local social workers during the annual Social Education week — The Niraksharata Nirmoolan Saptah.

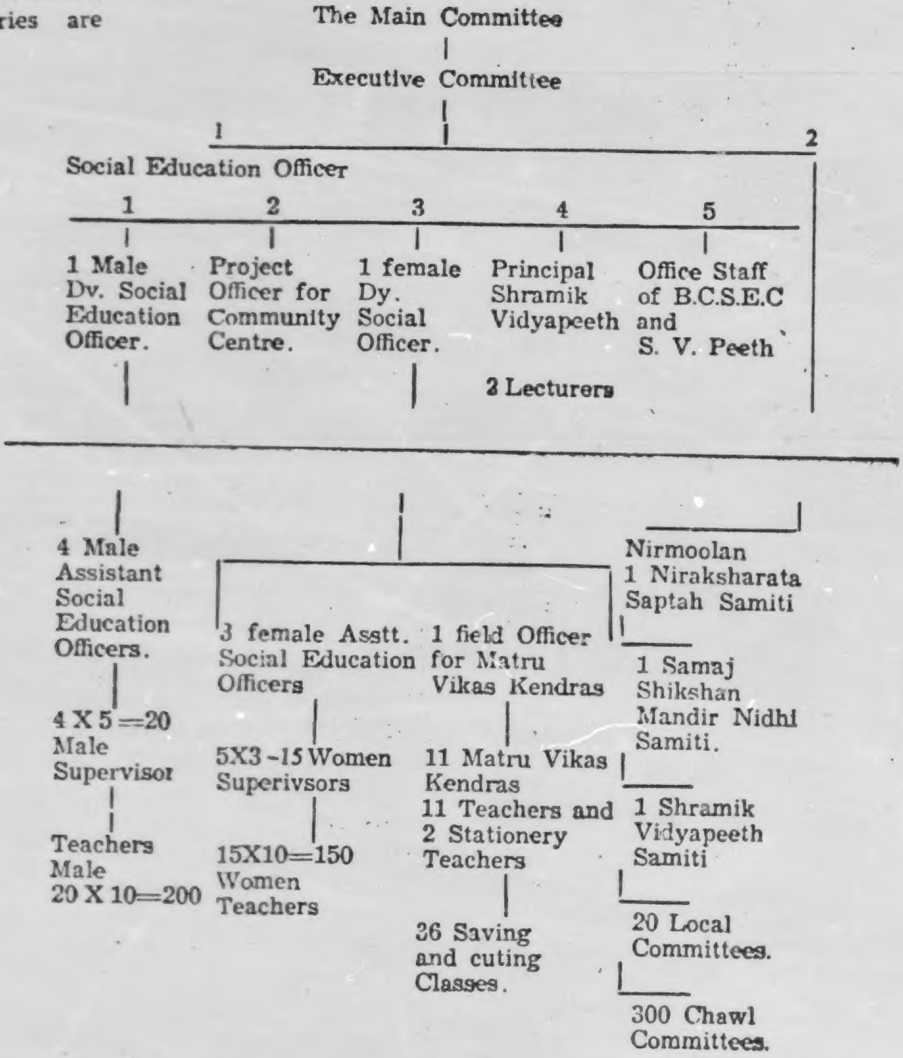
(4) Various other Committees like the Niraksharata Nirmoolan Saptah Samiti, Samaj Shikshan Mandir Nidhi Samiti. etc.

The Organisational and Administrative set up of the Bombay City Social Education Committee

The committee is appointed by the State Govermnent, every three years. It consists of official and non-official members. The Administrative Machinery consists of the Social Education Officer and Secretary of the Committee, two Deputy Social Education Officers, 7 Asstt. Social Education Officers, one Project Officer for Community Centre and one Field Officer for Matru Vikas Kendras. These are all full-time workers of the Committee. Each Asstt. Social Education Officer has 5 part-time Supervisors under him or her, each Supervisor having 10 classes under him or her. Generally, one teacher conducts one Social Education class; but better qualified teachers are given 2 classes also. Each Asstt. Social Education Officer has 50 classes under him or her. The teachers are also part-time workers.

A supervisor is paid Rs 65 per month and a teacher is paid Rs. 25 per month. The teachers conducting classes in Mills and Factories are paid Rs. 30 per month.

Administrative and Organisational Structure of Bombay City Social Education Committee


The Main Committee
Executive Committee
1
2
Social Education Officer
1
2
3
4
5
1 Male Dv. Social Education Officer.
Project Officer for Community Centre.
1 female Dy. Social Officer.
Principal Shramik Vidyapeeth
Office Staff of B.C.S.E.C and S. V. Peeth
2 Lecturers
4 Male Assistant Social Education Officers.
4 X 5=20 Male Supervisor
Teachers Male 20 X 10=200
3 female Asstt. Social Education Officers
5X3-15 Women Superivsors
15X10=150 Women Teachers
1 field Officer for Matru Vikas Kendras
11 Matru Vikas Kendras 11 Teachers and 2 Stationery Teachers
36 Saving and cuting Classes.
Nirmoolan 1 Niraksharata Saptah Samiti
1 Samaj Shikshan Mandir Nidhi Samiti.
1 Shramik Vidyapeeth Samiti
20 Local Committees.
300 Chawl Committees.

Students' Co-operation:

Students from a number of Schools, Colleges and other Educational Institutions in the city help in the work of the Committee. Students play a great part during the Social Education Week by way of organising programmes and fund-collection drives. Students of some schools take up the work of educating the illiterate adults. Some give talks to adult pupils on Social Education subjects. Some students take part in the cultural programmes, arranged by the Committee. Some students regularly visit the classes and help in the day to day work of these classes.

What the students can do during their spare time:

1. **Each student can teach at least one illiterate adult;**
2. By conducting voluntary Social Education classes;
3. Visiting the Social Education classes conducted by the Committee and encouraging illitrate adults to attend the classes regularly;
4. Giving talks to adults on subjects like civics, health, cleanliness, common man's science, history, geography and other similar subjects;
5. Organising cleanliness campaigns or taking part in the same organised by the Committee;
6. Organising vacation camps for educating the illiterate adults;
7. Contributing variety entertainment items, dramatics etc. during the cultural programmes organised by the Committee;
8. Collecting donations for the Social Education Campaign.
9. Helping in surveys, propaganda and public relations;
10. Adopting certain localities for intensive Adult Literacy and Social Edcation work;
11. Holding camps in certain selected backward areas for conducting Literacy and Social Educations Programme.
12. Producing Literature for neoliterates;
13. Conducting research and evaluation studies.

People's part in this work:

1 To show the way to the blind:— "Lighted to Enlighten," should be our motto.

2 It should be our endeavour to educate the illiterate and ignorant people to enable them to take an active part in the democratic set up of the country.

3 It should be the national duty of every educated person in this country and the city to educate at least 5 illiterate adults in a year and also to help those who are working in this field.

4 It is the duty of every social welfare and Educational Institute to take up the work of liquidating illiteracy from this city.

5 Social Walfare Institutions can take up the work in the following ways:—

- a) Helping the Committee in organising and conducting Social Education classes in different areas;
- b) Conducting voluntary and grant-in-aid Social Education classes;
- c) Contributing cultural items for the benefit of the adult pupils;
- d) Joining in the clenliness drives, and other Social-cultural, activities organised by the Committee from time to time;
- e) Each chawl committee can decide upon completely eradicating illiteracy from the chawl within one year or so; and
- f) Collecting donations during the Social Education Week or otherwise and helping the Committee to intensify its work.

Bombay is the first City of Indai. Let Bombay also claim to be the first fully educated City in the country.

"Committee's Finances."

The Committee imparts Literacy and Social

Education to all the illiterate adults free. The Committee spends nearly 5 lacs of rupees every year, The Government of Maharashtra gives 60% of its yearly expenditure, while the Bombay Municipal Corporation gives about 50 to 60 thousand rupees as yearly grant. For the remaining about Rs. 2 lacs, the Committee depends on the generous donations of the philanthropic citizens of this Great City.

The Committee sincerely wishes to accelerate the speed of its work, but due to financial difficulties it has to limit its programmes.

Other problems:

1. Generally, the illiterate masses do not feel the urgent necessity of their being educated and hence they have to be personally approached to attend the Social Education classes.

2. For a general awakening in the public and motivating the illitrates for the urgent need of Social Education, an intensive propaganda has to be carried on through meeting programmes and cinema shows etc.

3. Adults do not wish to come out of their buildings and houses for attending the Literacy classes. Hence the classes are to be held at the places where they live. There are no special rooms or buildings for conducting such classes. These classes have to be held in varandhas to chawls, small rooms, footpaths and some times in the hutments also.

4. The study course of the Literacy classes has to be completed in four months and hence every four months, new illiterate adults have to be searched and accommodated in the classes conducted at new locations.

5. The attendance of the classes suffer due to many problematic situations like the summer, changing shifts in the Mills and Factories and seasonal festivals like Ganesh Chaturthi, Diwali, Ramzan, Holi etc. Domestic circumstances also come in the classes. To overcome all these problems, continuous propaganda work has to be carried on through personal contacts, cinema shows, cultural programmes and a number of other cultural activities.

In October 1964, the Bombay City - Social Education Committee completed 25 years of its work of Literacy and Social Education, for the masses in this City; and it celebrated its silver jubilee during that year. The Committee has prepared a Crash programme for eradicating illiteracy from Greater Bombay within the next few years. The Committee is ambiticus to start the following activities at its Samaj Shikshan Mandir, when it is completed:—

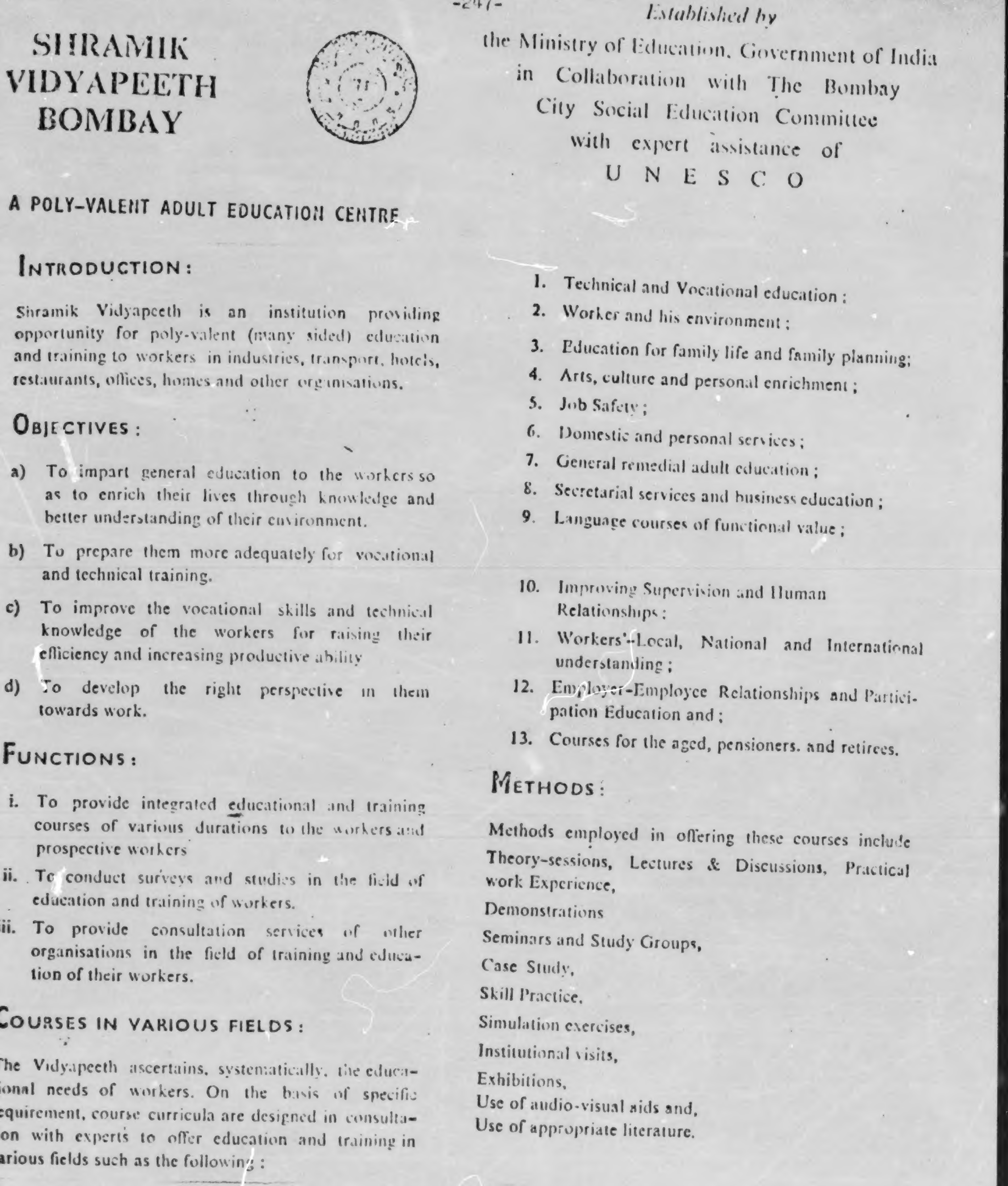
1. A full fledged Library and a Reading Room for Social Education workers;
2. A Training Centre for Social Education teachers, supervisors and officers;
3. A Co-operative Store;
4. A workshop for production of Social Education literature and other teaching aids;
5. A Handicraft Centre;
6. A Model Community Centre;
7. An Assembly Hall;
8. A Model Matru Vikas Kendra (Mother's club);
9. A Recreation Centre; and
10. A Tailoring and Embroidery Section.

COMMITTEE'S ACHIEVEMNTS DURING THE LAST 35 YEARS

- The committee conducts, every year, nearly 100 Social Education Centres, all over Greater Bombay, & approximately 30,000 men & women irrespective of caste & creed, receive free education in the centres. So far 6,34,650 adults have benefited under the committee's scheme of social education.
- The Committee conducts eleven Matru Vikas Kendras or 'Mother's clubs' in various localities of the City.
- A monthly magazine called, "Saksharata Deep," is published by the committee. The Committee has also published 100 books for the benefit of Neoliterates.
- The Committee has been recognised by the UNESCO as one of its three Associate Projects in India. While announcing its decision to award the Mohamed Reza Pahelavi Prize, instituted by the Unesco for outstanding merit in the fight against illiteracy, Honourable mention was awarded to the Bombay City Social Education Committee, in view of the role played by it in eradicating mass illiteracy in Greater Bombay area.
- To meet the long-felt need of having a permanent accommodation for its activities, the Committee has constructed a building of its own at Worli, named as "The Samaj Shikshan Mandir."

EACH ONE TEACH ONE

Bharat Printers (Bombay), Worli, Bombay-18.
Published by G. K. Gaokar, Social Ed. Officer &
Secretary.



SHRAMIK VIDYAPEETH BOMBAY

Established by
the Ministry of Education, Government of India
in Collaboration with The Bombay
City Social Education Committee
with expert assistance of
UNESCO

A POLY-VALENT ADULT EDUCATION CENTRE

INTRODUCTION:

Shramik Vidyapeeth is an institution providing opportunity for poly-valent (many sided) education and training to workers in industries, transport, hotels, restaurants, offices, homes and other organisations.

OBJECTIVES:

a) To impart general education to the workers so as to enrich their lives through knowledge and better understanding of their environment.

b) To prepare them more adequately for vocational and technical training.

c) To improve the vocational skills and technical knowledge of the workers for raising their efficiency and increasing productive ability

d) To develop the right perspective in them towards work.

FUNCTIONS:

i. To provide integrated educational and training courses of various durations to the workers and prospective workers

ii. To conduct surveys and studies in the field of education and training of workers.

ii. To provide consultation services of other organisations in the field of training and education of their workers.

OURSES IN VARIOUS FIELDS:

he Vidyapeeth ascertains, systematically, the educa-ional needs of workers. On the basis of specific equirement, course curricula are designed in consulta-on with experts to offer education and training in arious fields such as the following:

1. Technical and Vocational education;
2. Worker and his environment;
3. Education for family life and family planning;
4. Arts, culture and personal enrichment;
5. Job Safety;
6. Domestic and personal services;
7. General remedial adult education;
8. Secretarial services and business education;
9. Language courses of functional value;
10. Improving Supervision and Human Relationships;
11. Workers'-Local, National and International understanding;
12. Employer-Employee Relationships and Participation Education and;
13. Courses for the aged, pensioners. and retirees.

METHODS:

Methods employed in offering these courses include Theory-sessions, Lectures & Discussions, Practical work Experience,

Demonstrations

Seminars and Study Groups,

Case Study,

Skill Practice,

Simulation exercises,

Institutional visits,

Exhibitions,

Use of audio-visual aids and,

Use of appropriate literature.

6.2 A Polyvalent Adult Education Centre, (Established by the Ministry of Education with the Bombay City Social Education Committee with Expert Assistance of UNESCO) Bombay Shramik Vidyapeeth, (1975?)

STAFF :

The Vidyapeeth has a nucleus of full time staff for teaching, organisation and administration of its programmes. In addition to this, there is a liberal provision for each course, according to its teaching requirement, for obtaining the services of qualified and competent Instructors, Demonstrators, Supervisors and visiting Lecturers, on part-time basis.

Outstanding characteristics of the training given at Shramik Vidyapeeth, Bombay.

1. **Need Based or Tailormade Courses :**

   Courses are conducted on a definitely indentified need of an industry or a group of workers. So the courses satisfy the particular need of an industry or a group of workers and hence are found to be functionally useful.

2. **Background Education of Workers–no barrier:**

   Worker-learners are accepted at the level they are and they are given necessary background education e. g. Mathematics, Physics, Chemistry etc., to enable them to understand technical or vocational content of the course.

3. **Convenience of Place and Time :**

   Courses are conducted at places and timings convenient to the industries and workers Thus courses can be organised at any time in the day, according to the shift convenience or on holidays also. Courses are generally conducted in the premises of the industry for whom the courses are organised. When the participants come from different industries, courses are organised at a central place suitable to majority of them

4. **Mother tongue Medium :**

   Shramik Vidyapeeth believes in the principle that the language should not be a barrier in education and hence training is given in the workers' mother tongue.

5. **Cultural Education :**

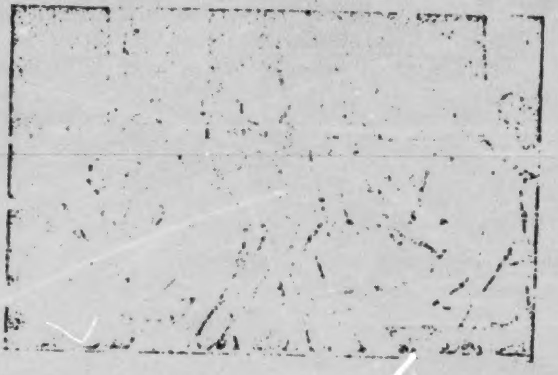
   Cultural and civic education is also given to the participants of the courses through films exhibitions, talks, demonstrations, visits etc.

Vidyapeeth Alumni

So far, the Shramik Vidyapeeth has conducted courses for helpers in Boiler House, Turners, Fitters, Job Inspectors, Bench Fitters, Machine Operators, Projector Operators, Office Clerks, Peons, Supervisors in Industry, in Mills, Weavers, House Wives, Oilers, Washermen etc. But it can conduct courses for workers in other trades and also for prospective workers according to their specific needs, if asked for.

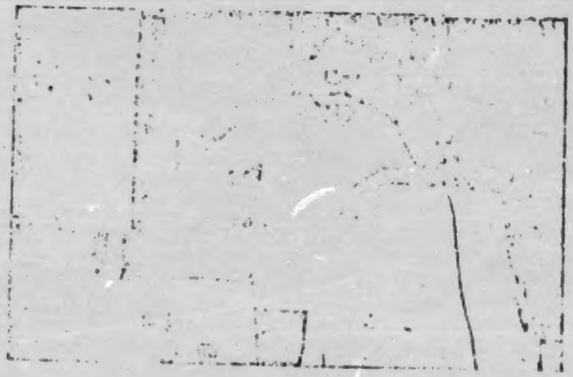
OUR CULTURAL PROGRAMMES

Art Appreciation Project



Worker participants are seen busy at painting in our Art appreciation project.

Poetry Reading Programme



Well-known Marathi Poet Shri. Mangesh Padgaonkar reading his poems for our worker audience.

OUR TECHNICAL & VOCATIONAL COURSES

Boiler Attendence Course

A practical session of our course in Boiler Attendence which is much popular, especially, in Textile Mills.

SOME OF THE COURSES CONDUCTED BY THE SHRAMIK VIDYAPEETH, BOMBAY.

a) 16 m. m. Projector Operation training course. (7 batches completed).

b) Course in Use of Verniers & Micrometers, S. P. Marathe & Co.

c) 35 mm. Projector Operation Training Course.

d) Course in Functional English at Wilson College, Bombay. Glaxo laboratories, Worli and Bharat Radiators, Kalina 55-AS etc.

e) Course for Helper to Wiremen.

f) Course in Boiler Attending at Century Mills, Bombay. (6 Batches Completed)

g) Course in Metrology & Quality Control in collaboration with V. J. T. I. Matunga, Bombay. (3 Batches Completed)

h) Course in Maintenance of Chemical Plant at Colour Chem Ltd., Thana. (2 Batches Completed)

i) Course in Supervisory Skills at Golden Tobacco Co., Mazgaon Dock, Century Mills, P. A. L. ACME etc.

j) Course in efficient fuel and steam utilisation.

k) Course in Bench fitting & Sheet Metal works at Khira Steel Works, Santacruz, Bombay.

l) Course in Industrial Electricity at Hind Rectifiers Ltd., Bombay.

Along with Vocational and technical training, training in arts, sciences, health, job-safety, human relations, consumer guidance and many other subjects is given by this institute. In short, all possible vocational and cultural needs of the workers are satisfied by this institute.

FOR FURTHER INFORMATION

Contact :

THE PRINCIPAL
SHRAMIK VIDYAPEETH
Adarsha Nagar, Worli Bombay-400 025.
(Opp. Century Bazar)
Telephone No. : 454433
Between 11-00 a. m. and 6-00 p. m.

SUMMING UP

I. The Polyvalent Adult Education Centre (Shramik Vidyapeeth) was started in 1967 by the Government of India as an innovative experiment in developing and offering comprehensive programmes of education to meet the many-sides needs of the urban worker in an industrialised city like Bombay. The present study is the second evaluation of the Centre during its 7 years of functioning. The experience of the 7 years bears out the validity of the concept of polyvalent education and indicates its infinite possibilities.

2. The educational and professional needs of the urban worker have been by and large neglected and this experiment is one of the first organised attempts to make employers and employees conscious of the importance of such programmes in their mutual interest. To the extent that was possible within the short time and limited resources, the Centre has been able to create this awareness among the employing agencies and the workers groups with whom it has come into contact.

3. The Centre has offered several courses during these 7 years, many of which of an exploratory character, some more skill-oriented than others. Although the full possibilities of the "polyvalent integration" of courses could not be realised in all cases, by and large it can be claimed that the courses had succeded in meeting the requirements of both employers and workers. Employers have generally been convinced of the usefulness of such programmes in improving the workers'efficiency and the industry's productivity. Workers have benefited both in terms of personal fulfilment and in respect of securing increased career mobility and prospects; however the benefit was less prominent from the point of view of their readiness for social and civic participation.

6.3 Directorate of Adult Education, "Summing Up" Polyvalent Adult Education Centre, Second Evaluation Study, Delhi, Ministry of Education and Social Welfare, 1974, p. 60-63

4. All courses have not always been well planned and organised nor have they been equally successful. Some have met a sharply felt need and have had to be repeated several times, while others have been of only peripheral relevance. Some have shown immediate and direct result, others have seemd of academic and remote interest. Nonetheless, the successful and the not so successful courses have both gone to prove the importance of a clear identification of felt needs, of aligning programmes to meet these needs and of adopting suitable methodologies.

5. The Centre has been able to establish rapport and empathy with workers, employers, voluntary agencies and resource persons of various categories. This has been of sufficient degree to secure their cooperation in providing physical facilities, offering the services of resource personnel, and even in contributing funds. Resource persons have been sufficiently drawn into the programme to wish to continue their association with it. The Centre has been able to augment limited resources to support several more courses than what its own funds would have permitted.

6. The development and growth of the Centre and its programmes have however been uneven, and periodic spells of stagnation have stalled progress. It is only in the last two years that the Centre has picked up some momentum again. Quantitatively, the record of the Centre over the seven-year period falls short of expectations both in terms of courses offered and in terms of workers and employers organisations brought within its ambit. An optimum coverage is indispensable for a new experiment to create a tangible impact. A larger coverage is particularly necessary in an environment like the city of Bombay, where the needs for such type of education is contantly growing.

7. Many programmes tend to be ad hoc responses to ad hoc needs, with little conceptual direction and no long or short term goals with reference to clearly laid out objectives.

This adhocism is most noticeable in the course formulation. The polyvalent possibilities of the courses have not been fully understood or exploited.

It is in the area of course planning and formulation that the Centre is yet to make a real dent, and adopt a truly innovative and inter-disciplinary approach. Polyvalency of programme or method largely remains a respectable and fragmentarily implemented term rather than a generally realised concept.

8. It is time that the Centre grow out of a hesitant, tentative phase to a bolder, surer and more professional approach to programme organisation and operation.

SHRAMIK VIDYAPEETH, BOMBAY.

Programme for the month of July, 1975.

COURSES UNDER OPERATION:

Sr. No.	Name of the Course.	Nature of the Participants.	Date of Commencement.	Place where Conducted.
1.	A Course in Blue Print Reading (Batch II).	Workers from Engineering Industries.	7-2-1975 to 30-7-1975	Rashtriya Mill Mazdoor Sangh, Parel, Bombay-400 012.
2.	A Course in Boiler Attending, (Batch II).	Boiler-Fitters, Firemen etc.	7-4-1975 to 15-8-1975	Century Mills, Worli, Bombay-400 025.
3.	A Course for Helpers to Wiremen.	Helpers to Wiremen & persons wishing to take the trade of wiremen.	28-5-1975 to 29-12-1975	Shardashram Vidyamandir, Dadar, Bombay-400 028.
4.	A Course in Quality Control.	Quality Control Inspectors from Industries.	3-5-1975 to 20-7-1975	Shardashram Vidyamandir, Dadar, Bombay-400 028.
5.	Home sewing.	Class III & IV Servants of Central Labour Institute.	23-6-1975 to 23-9-1975	Central Labour Institute, Sion, Bombay-400 022.
6.	Course in Embroidery.	House wives of Spring Mills Workers.	23-6-1975 to 10-8-1975	Juvenile Guidance Centre, 2/11, Spring Mills Chawl, Naigaon, Bombay-400 014.
7.	A Course in Book Binding.	Unemployed youngmen.	25-6-1975 to 30-7-1975	Juvenile Guidance Centre, Prabuddha Nagar, Wadala, Behind T.B.Hospital, Bombay-400 031.

6.4 "Shramik Vidyapeth, Bombay, Programme for the Month of July 1975," Bombay, Sharmik Vidyapeth, 1975, 3p.

Day & Timings.	Sr. No.	Name of the Course.
Monday, Wednesday, Friday, 6.30 p.m. to 8.00 p.m.	8.	A Course in Audio-Visual Aids Maintenance
Monday, Wednesday, Friday, 5.00 p.m. to 6.30 p.m.		
Monday to Friday, 6.30 p.m. to 8.00 p.m.	9.	A Course in Typewriter Maintenance.
Two sessions per week as per convenience of Lecturers. (Mon. Thurs. Saturday) 6.30 p.m. to 8.00 p.m.	10.	A Course for Weavers, (Plain Looms).
Tuesday, Thurs., Friday. 3.00 p.m. to 5.00 p.m.	11.	A Course for Weavers, (Automatic Looms)
Monday, Wednesday, Friday, 2.30 p.m. to 4.00 p.m.	12.	Domestic Electricity and Allied Appliances.
		NEW COURSES TO BE STARTED
Monday, Wednesday, Friday, 9.00 a.m. to 10.30 a.m.	1.	A Course of Training for Taximen.

P.T.O.

Nature of the Participants.	Date of Commencement.	Place where conducted.	Day & Timings.
The persons connected with Audio Vidual Aids operation.	28-6-1975 to 30-7-1975	St. Xavier's Tech. Institute Behind Mahim Bus Depot. Bombay-400 016.	Daily 6.30 p.m. to 8.00pm.
Persons connected with Typewriter Operation.	29-6-1975 to 30-8-1975	Amdekar Typewriting Institute of Commers, Girguam, Bombay-400 004.	Sunday-6.00 p.m. to 8.00 p.m.
Weavers on [illegible] Looms.	18-6-1975 to 17-10-1975	Swadeshi Mills, Kurla, Bombay-400 070.	Tuesday, Thursday, Saturday, 10.00 a.m. to 12.00 p.m.
Weavers on Automatic Looms.	19-6-1975 to 18-8-1975	Swadeshi Mills, Kurla, Bombay-400 070.	Monday & Wednesday, 3.30 p.m. to 5.30 p.m.
School Boys and interested persons,	23-6-1975 to 4-7-1975	Shramik Vidyapeeth, Worli, Bombay-400 025.	Daily, Except Sunday and Holidays. 6.00 p.m. to 7.30 p.m.

THE MONTH OF JULY- 1975.

Nature of the Participants.	Date of Commencement.	Place where conducted.	Day & Timings.
Taxi Drivers.	7-7-1975 to 22-8-1975	Shramik Vidyapeeth, Worli, Bombay-400 025.	Tuesday, Thursday, Sat., 4.30 p.m. to 6.00 p.m.

SHRAMIK VIDYAPEETH, BOMBAY.

Cultural and Adhoc Programme for the Month of July, 1975.

1.	4-7-1975	6.30 p.m.	Current Affairs.	Shramik Vidyapeeth, Worli, Bombay-400 025.
2.	9-7-1975	6.30 p.m.	Full length film Upkar.	Shramik Vidyapeeth, Worli, Bombay-400 025.
3.	11-7-1975	6.30 p.m.	A talk on Workers movement by Dr. Shri Likhite A.N., Rashtriya Mill Mazdoor Sangh, Bombay-400 012.	Shramik Vidyapeeth, Worli, Bombay-400 025.
4.	15-7-1975	6.30 p.m.	Current Affairs film show.	Shramik Vidyapeeth, Worli, Bombay-400 025.
5.	18-7-1975	6.30 p.m.	A talk on my visit to U.S.A. By Prof. A. T. Kamat Sidhartha College, Bombay.	Shramik Vidyapeeth, Worli, Bombay-400 025.
6.	22-7-1975	6.30 p.m.	Current Affairs film show.	Shramik Vidyapeeth, Worli, Bombay-400 025.
7.	25-7-1975	6.30 p.m.	Story telling by Shri P.S. Nerurkar, Principal, Janata High School.	Shramik Vidyapeeth, Worli, Bombay-400 025.
8.	30-7-1975	6.30 p.m.	Current Affairs film show.	Shramik Vidyapeeth, Worli, Bombay-400 025.
9.	19-7-1975	3.30 p.m.	Drawing Contest in Collaboration with camlin Pvt. Ltd.	Shilpayatan Nritya Pathak, Worli, Koliwada.
10.	30-7-1975	6.30 p.m.	Raja Chhatrapati full length film.	Shilpayatan Nritya Pathak, Worli, Koliwada.

Principal,
Shramik Vidyapeeth, Bombay.

polyvalent education—a revolutionary developmental device or the old system under new trappings

Rakesh Hooja

THE Ministry of Education has placed a considerable emphasis in the draft Fifth Plan on the use of Polyvalent Adult Education Centres to combat ignorance. Viewed in this light the recently released Final Report* of a Seminar on Polyvalent Adult Education Centres, organised jointly by the Ministry of Education and UNESCO at Bombay from September 20 to 27, 1971 assumes great significance (even if the deliberations and facts set forth in the publication are slightly dated). The seminar had been organized to analyse the working and results of the Polyvalent Adult Education Centre (Shramik Vidyapeeth), Bombay, and to examine possibilities of using the Bombay experience in other Asian countries.

The word *polyvalent* is, as the seminar working group itself admitted, ambiguous and does not convey any idea of its meaning to the uninitiated. Polyvalent Adult Education is designed to serve the multifarious educational needs — vocational, academic, technical, cultural, civic, and the like — of a worker so as to fully develop his personality and ensure better participation on his part in the community. Such education must, perforce, be integrated and interdisciplinary; structured around the convenience and interests of the workers as regards the timings, venues, and types of formal integrated courses, informal get togethers, as well as cultural programmes to be organized; and geared towards the life-long education of the worker. Thus Polyvalent educational programmes are essentially flexible, being based on the needs of individual workers and the community and are conducted not by the usual full-time pedagogues, but by "specialists". Thus what is being attempted is a breakthrough in education, the evolution of a device to produce "complete men" and to transform society. Such a mode is to be adopted not only in urban but also in rural areas and the *Gramik Vidyapeeths* are based on this idea of combining educational and the non-educational inputs.

The idea is attractive. But I doubt whether adequate emphasis on nonformal education based on differing individual needs can be institutionalized without defeating the original intention; institutionalization inevitably leading, due to reasons of administrative convenience, to greater regularity and uniformity—even bureaucratization.. Further the material cost of including all citizen in such a comprehensive scheme of life-long education-recreation-socialization leading to universal personality-building would be much more than any developing country could afford to incur. Nor are all the citizens likely to be keen for such all-sided education, most deeming bread and butter issues to be the only important aspect of life and disdaining the need for waste on the development of, what they consider, unnecessary (pseudo?) cultural trappings. Most such people seem to place greater emphasis on degrees and diplomas as passports to betterment of their prospects rather than on learning and education.

As it is, in India we are having enough trouble due to democratic pressures, in trying to impart limited formal education to the masses who demand it as a right. To attempt to make universal education more comprehensive and all inclusive, given the existing resources, would smack of madness. And no one is going to allow a few Polyvalent Centres to serve a privileged few in a country where public schools and other better managed institutions are considered unsocialistic. Thus, if we cannot offer' for Polyvalency' for all should we attempt it at all ?

Not only do we lack in material resources, but also in the human resources to run such centres with sufficient imagination, understanding and dedication. Would not the Polyvalent Centres undergo the same fate as the universities where students, teachers and university administrators are now occupied in a full-time fight over the share of the cake that they can snatch at any given moment?

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*Polyvalent Adult Education Centres—Report of the Asian Regional Seminar on Polyvalent Adult Education Centres. 'Ministry of Education and Social Welfare, Government of India, Delhi, no date, (Publication number 993), p. p. 64.

6.5 Rakesh Hooja, "Polyvalent Education - A Revolutionary Developmental Device or the Old System Under New Trappings?" Indian Journal of Adult Education, March 1974, p. 20-21

The experience of the Shramik Vidyapeeth set up in Bombay in 1967 seems to bear out these doubts. It was intended "to provide part-time instruction aimed at the total life of the worker" through the utilization of a nucleus of small full-time staff and the involvement of existing workers organizations and employers bodies. In the first two years of its existence it had trained about seven hundred and fifty participants in fourteen different courses. However it was discovered that the Vidyapeeth had in reality been forced to limit itself to offering indifferently structured job-oriented courses to people already in employment who could not, for reasons of time or money, benefit from regular full-time or part-time courses. A true polyvalent approach could not be attempted in Bombay for, as the Seminar Report admits, the informal educational programmes (organization of film shows, exhibitions, workers discussions etc.) for the development of an appreciation among the workers of visual art, music, books, various other hobbies and the like – outside of work hours, during lunch intervals and between shifts suggested by the UNESCO expert "call for different scale of endeavours". The Vidyapeeth has remained a mere technical skill imparting agency with a hope that as it develops its new courses it may examine the possibility of developing unit courses which over a period of time can enable a worker to qualify for certificates and diplomas instituted by the State Government". As if the vidyapeeth was no more than another vocational training institute.

The 1971 seminar had concluded that there is a need for polyvalent adult education and that "predetermined and predesigned courses with stress on a single aspect such as literacy, vocational training, recreation or civic education is not sufficient". Courses should be planned on the basis of the actual felt needs of and the problems relating to the participant's life and work. Vocational instruction should be integrated with general education. More part-time specialist instructors should be employed, rather than a few full-time employees, and greater efforts be made to motivate workers and sustain their interest in the courses. Other agencies collaborating with the Polyvalent Centres (employers and trade unions) should be induced to play a greater role and huge outlays on buildings and equipment avoided with their help. Thus, once the apathy of the workers and management has been overcome, classes may conveniently be held with great success at places of work. Also stressed was the need for thorough training of the polyvalent instructors.

Alas, a look at the schemes of the Ministry of Education for the Fifth Plan seems to indicate that the note of caution set forth in the Report against the spirit of polyvalent education being forsaken for adoption of a hollow Polyvalent Centre structure seems destined to be ignored. More Shramik and Gramik Vidyapeeths are planned to provide courses to improve the job competency of workers leading to their increased productive ability and hopefully, simultaneously enriching their personal life. It is pointed out (with pride) that in the first five years of its existence the Bombay Shramik Vidyapeeth had imparted sixty courses to over a thousand workers. Obviously none of the thousand participants could have received comprehensive and continuing education, but pushed through a formal skill oriented course. It is now planned to open ten more Shramik Vidyapeeths during the Fifth Plan. While I do not doubt that the number of citizens passing through such Centres would increase, I fear they shall become as formal as our universities and that a multifaced polyvalent approach which would treat each participant differently according to his specific needs would never become a reality.

What I would like to see done, even if on a limited scale to begin with, is what the Institute of Adult Education of the University of Ghana apparently claims it is experimenting with; the setting up of local institutes to change the life style and world view of citizens permanently attached to them. For, after all, what is the purpose of education? Not merely to provide students with degrees or prepare a person for a career, but also to make him fully capable of successfuly facing *all sorts* of future problems in a changing world to lead to his personality development in all spheres (so that he may become a "complete man") as well as to help transform society efficiently. Surely such a process has to be personal, even intimate, many-sided, total and continuous

urbanisation and adult education

D.P. Nayar

The 1971 Census has once again highlighted the growing phenomenon of urbanisation as an inescapable feature of a developing economy. During the decade 1961-71, whilst the overall population grew by 24.99 per cent the urban population increased by 38 per cent. The increase for towns with a population of 1 lakh and above was 49 per cent. During the four decades 1931-71, the urban population in such towns has increased six-fold, namely, from 9.5 millions in 1931 to 57 millions in 1971 and with a corresponding increase in the number of towns from 35 to 142.[1]

India's predominantly rural character conceals a rapidly accelerating urban growth of dimensions as have led urban India alone to be ranked "among the biggest countries of the world"[2], Greater Calcutta, if its municipal boundaries are more realistically drawn, is as big as New York or Tokyo. Apart from their size the urban areas command attention by virtue of their being the seat of economic and political power as also of concentrated poverty and squalor, with their valconic possibilities. Two special features of urbanisation in India also need mention. Firstly, the increase in the urban population is more due to the natural increase of urban population itself, underlining the population explosion and the need for family planning, than due to migration. Secondly, the migration where it has taken place, has been largely from the smaller towns, which in consequence have decayed, than directly from the villages. The revival of these small towns and the establishment of new urban centres to ease the pressure of increasing urbanisation is an important element of the strategy of the Fifth Plan[3], to which adult education has to give its own essential support.

problems emerging from urbanization

The problems raised by urbanisation are legion. Those whose solution can be assisted through adult education efforts are broadly five: economic; of health, nutrition and family planning; of citizenship training; of recreation; and those pertaining to education and culture. The economic problem pertains to the provision of guidance services and training and placing facilities for those wanting to enter employment, change their jobs or improve their job performance. These services are needed at all levels—from the lowest job sought by a migrant slum dweller to the additional competence sought by those in the senior-most positions. The need for such services is heightened by the large number of jobs available in the urban areas and the need to bring together the prospective employers and employees, desire for lateral and vertical mobility of the labour force, the rapidity of changes in technology and the need for frequent adjustment to it etc.

As regards education in regard to health and related matters, the problem relates to the proper use of very inadequate community services provided; quick and informed response to the hazards to the health of the community in the form of outbreaks of epidemics, selling of uncovered foods etc; knowledge of the nutrition value of different articles so that a balance diet table could be constructed within a very tight family budget; knowledge of family planning; awareness of value of regular habits and exercise; and knowledge of the supreme importance of and use of open spaces, which are the lungs of the cities.

The problems relating to civic training are very arduous and yet very essential. If closely packed human being cannot live as community and are not aware of and do not work for their common interests, they can only explode. As Bulsara[4] says, "the immigrants to the city come with

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The author is Education Adviser, Planning Commission, Government of India. This paper was presented in the Regional Seminar on Adult Education and National Development held in New Delhi, March 1974.

[1] Fifth Five Year Plan 1974-79.

[2] Bose, Ashish, Studies in India's Urbanisation 1901-71, Institute of Economic Growth, New Delhi, 1973, Tata McGraw Hill Publishing Company Ltd, Delhi, p. 18.

[3] Draft Fifth Plan, Government of India, Planning Commission, Part II p. 258.

[4] Bulsara, J.F., Problems of Rapid Urbanisation in India, Popular Prakashan, Bombay, 1964. p. 128.

6.6 D. P. Nayar, "Urbanisation and Adult Education," Indian Journal of Adult Education, (1975?) p. 13-17 their class, caste, language and religion-wise aggregation or segregation", and "there is no effort at the city end to enlighten" them "in the ways of adjustment to the urban way of life and integration or assimilation in the civic community". And it is this absence of community life and community sense in the cities with their size, their speed, their heterogeneity, their vast inequalities, their temptations and exploitation that breed violence and crime; to make the cities not only the seats of economic and political power but also the potential spots of volcanic eruption. Adult education can lend a helping hand in maintaining peace and promoting growth to enlightened political, economic and social policies. The citzien has to be trained in his duties as a householder, as a member of his ward and cooperative, as a member of the city and as a member of the country—in ever-widening circles of responsibility.

As regards recreation, the majority of the theatres, cinemas, clubs, games and sports etc. are beyond the means of the average citizen. And yet the pressure of his life badly needs such outlets and relief. Adult education has to fill this void through joint govermental and community action by providing community centres, open spaces and youth centres, libraries, etc. Such activities should make life, especially in the small town, more attractive and thereby support the growth strategy of revival and establishment of small towns.

The need for educational facilities outside the regular educational system is also an urgent necessity for people wanting to improve their prospects, utilise their leisure profitably and satisfy and diversify their interests. These needs vary with different groups and have to be satisfied in different ways, depending upon their circumstances. In any consideration of educational needs in a country like India literacy has to occupy a prominent place; and in order to click the programme has to be one of functional literacy. Educational programmes require a large sized programme of production of books on various subjects and suiting the various levels of competence of their clientele.

programmes in india—a review

Adult education in India began much before Independence in 1947. The work was largely confined to adult literacy and provision of libraries as a follow-up. The cultural agencies added a recreational dimension to this programme, though the two streams proceeded side by side as distinct entities. Gurudev Tagore and Gandhiji enlarged the concept of adult education by bringing in vocational training as well and developmentally oriented adult education achieved some brilliant successes[5]. But the work of these leaders was confined only to rural areas. Moreover, their impact on the general current of adult education was hardly felt. The great day for adult literacy, with which adult education was synonymous at the time, came with the assumption of power in the provinces by the Congress. Mass campaigns were launched encompassing towns and the country side. The net result of this movement however, was not significant. It was realised that literacy by itself did not provide adequate motivation for adults: and so after Independence the concept of adult education was widened to include citizenship training, health education, recreation and occupational training. To indicate this enlarged concept the programme was called Social Education. Lately the idea has been gaining ground that adult education should include all activities of governmental and non-governmental agencies, outside the regular educational system, which seek to better equip the adult to meet his own varied needs by his own efforts; and these agencies should improve the educational content of their programmes to increase their effectiveness through better response from the intended beneficiaries/producers that the increased edcational content will encourage. This concept has been embodied in the Fifth Plan.

voluntary organisations

We may follow this broad review by a more detailed account of our significant experiences. We may begin with our experience of voluntary organisations. Prior to Independence they were practically the only agency in this field and the dedication of their workers achieved appreciable results against heavy odds. After Independence and with the advent of planning it became a definite governmental policy to encourage voluntary organisations. This, however, led to a mushroom growth of such organisations few of which had their roots among the masses and were motivated by genuine public concern. Government grants very often became a means of extending political patronage. It is, therefore, necessary to screen voluntary organisations and separate grain from the chaff. Such organisations as are deserving of support should be assisted in every way. These organisations are especially fitted for pilot project, research and investigation work; literature production; and work in extremely difficult areas, where a high degree of dedication is called for. They can also be effective as aids to governmental agencies for purposes of establishing liaison with the people and mobilising local support. They are not likely to have the organisation to implement a mass programme themselves. Each organisation should be entrusted with specific work, keeping in view its special competence, and assisted fully to do it well. The special need of such organisation is to building their dedicated workers into technically competent people. They also need assistance in project formulation and evaluation as well as administrative matters. Government could enlist the cooperation of technical and academic bodies like the schools of social work and its own training and research institution for building up the workers of voluntary organisations. The State could also help in publicising outstanding work done by these agencies.

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[5] Nayar, D.P., Building for Peace. Navjivan Karyalya, Ahmedabad—14.

industrial workers

Another area where we have built up some experience is the education of industrial workers. With increasing industrialisation, need was felt for educating industrial workers about their roles and responsibilities in society, industry and their union so that genuine trade union leadership could emerge from among themselves. For the purpose, the Ministry of Labour set up a Central Board of Workers' Education in 1956, which has been organising training of education officers, trade union officials and worker teachers, and holding classes for the rank and file of workers. The methods used are largely audio visual. The Board has trained over 1.7 million workers from over 5,000 enterprises. These courses have generated a general consciousness in the working class and added to their understanding of the trade union movement. The reaction of the employers and union leaders has been mixed as was to be expected. While some have appreciated the programme and cooperated with the government, others have vehemently opposed it — trade union leaders who see in it a potential threat to their leadership, and the employers, who feel that the worker becomes extra conscious of his rights.

The Ministry of Education, side by side, carried on an experiment of broad-based social education of the workers with the object of stimulating a desire for knowledge in the working class, providing facilities for general education of the workers with the object of stimulating a desire for knowledge in the working class, providing facilities for general education, arousing a sense of social and civic responsibility and providing wholesome recreation. Two institutions were set up for the purpose — that at Indore in 1960 and that at Nagpur in 1968 — which were evaluated in 1970. The main lesson was that these institutes should base their programmes on clear identification of the needs of the workers and should also cater to the needs of other than industrial workers.

Other experiments in this direction were the opening of Centres—variously known as Social Education Centres, Community Centres, Labour Welfare Centres — in urban or industrial complexes. These centres were expected to provide a wide spectrum of activities of educational, cultural and recreational nature for men, women and even children. Adult education including literacy, libraries, reading rooms and craft classes was to be the basic component of the programme. In actual practice, however, their main emphasis very often remained only on cultural and recreational activities.

Vocational training was provided at a number of industrial institutes in the evenings. It was, however, found that workers at the end of the day did not have the energy to go and learn at a distant place and most of the employers had either no resources or were unwilling to invest them in organising training for workers.

polyvalent centres

Out of these various approaches has emerged ployvalent approach and the polyvalent centre, which seem to hold considerable promise. A polyvalent centre was set up in 1967. The object was to provide courses on the basis of felt needs for various groups of the urban population. The courses would, however, be so given that they meet the total needs of the adult in an integrated fashion. Being need based they could aim at self-support. They were to enlist the cooperation not only of the workers but also of their employers. The courses were to be organised at places and time convenient to the participants. The Centre was to have a core of full-time staff but the large number of its teachers were to be part-time, largely drawn from the establishments whose workers were to benefit from the programmes. The expenditure on buildings and equipment for the Centre was to be kept to the minimum. The courses were organised at different places, such as factory premises, school buildings, community centres, welfare centres, trade union buildings and other places which were made available on rent free basis. The programme was evaluated after a year. In spite of the difficulties which a new approach of this type was bound to encounter in the beginning, the evaluation report said that the experiment had met with moderate success in achieving its aims. The report also suggested, ways by which the Centre could increase its effectiveness. These were to involve the employers more effectively by taking up courses at their initiative, by drawing up the content in consultation with them, etc., draw up programmes after a very careful assessment of the felt needs of the participants ; and ensure that while the integrated character of the approach to the needs of the individual and the group might be maintained, the mixture of the felt need and the other needs to be met should be judicious so that the focus on the felt needs was not disturbed. The Centre has tried to improve its programmes both qualitatively and quantitatively. There has been general appreciation of these courses as shown by the great demand for repeating the courses or developing new ones. The enthusiasm generated has led the Government to decide to have a net work of such centres established in various cities and industrial towns in the country during the Fifth Five Year Plan.

The following lessons of the Polyvalent Centre at Bombay may be highlighted :

(1) The programmes must be based on felt needs identified for a cohesive group through a proper survey. The specific need must be linked and integrated with other needs of the group, which may be half felt but nonetheless real. General education will need to be integrated with vocational education in such a way that it does not disturb the focus on vocational education but rather enriches and enlarges it.

(2) In the case of vocational education, it would be necessary and advantageous to involve the employers fully so as to take advantage of their appreciation of the needs of the workers as employees and also to draw upon their resources for running the course.

(3) Competently drawn courses and enlightened methods of teaching are required to retain the interest of the adult learner.

(4) As programmes of adult education have to be very large-sized, the per capita cost must be kept down by employing only part-time teachers to help a small core of full-time workers and by saving on buildings, equipment etc. by drawing on the resources of the community.

(5) Flexibility has to be the key-note of the programme as it has to be closely related to the needs of each individual group.

out-of-school education

Another important line of development has been the provision of educational facilities outside the regular school system but linked to it. At the base are adult schools which enable well-motivated adults to take their primary or middle and even secondary school education in a much shorter time than children take. In the experiment at Delhi, it was found that adults could cover in two years what the children took five years to complete. This very idea was used by the Central Social Welfare Board in their scheme of Condensed Courses of Education for Adult Women. The main objectives of the schemes are to open employment opportunities to a large number of deserving and needy women and, secondly, to create a band of competent trained workers required to man various development projects in the shortest possible time. Under this scheme, women in the age-group 18-30, who have had some schooling, are prepared for middle school and matriculation examinations within a period of two years. Since the inception of the scheme in 1958, and up to March 1972, 1314 courses were organised and about 24,000 women benefitted from these courses. The women who complete these courses find employment as social workers, teachers, nurses, midwife, family planning workers etc.

Correspondence courses have been organised at the secondary and university stages to enable those who are not able to join full-time institutions to continue their education. For example, at Delhi enrolment in the correspondence courses preparing students for the school leaving certificate increased from 881 in 1968-69 to 5630 in 1970-71, and significantly enough, the pass percentage was as high as 68 per cent in the latter year, which is above the All India average. Nearly a dozen universities are at present organising correspondence courses for university students. The plan is now to establish an 'open' university in extension of this idea.

Apart from organising correspondence courses a number of universities have set up adult/continuing education departments with assistance from the University Grants Commission. The types of programmes for which assistance is given are professional courses, courses in leadership and employment skill, general purpose courses, programmes for the urban community, cultural activities, training of personnel, research in adult education etc. Under the national service scheme, universities have initiated a number of projects for promoting adult education activities by their staff and students and have adopted areas in their neighbourhood for the purpose of spreading literacy and adult education among the non-student youth in particular.

libraries services

As a necessary support to the programmes of Adult Education both in the rural and urban areas, vigorous efforts are needed for development of libraries services. An important step in this direction has been the enactment of Public Library Legislation in four States, namely Tamil Nadu, Andhra Pradesh, Maharashtra and Mysore. Other States, which at present, have comprehensive grant-in-aid rules for establishing such libraries at different levels, are also contemplating to enact Public Library Legislation, largely on the lines of the model Bill for Public Library Acts drawn up by the Working Group on Libraries appointed by the Planning Commission.

A unique event in the development of public libraries in the country is the development of the Delhi Public Library started as a pilot experiment to reach a metropolitan city population effectively, which now caters to the needs of the reading public in the Union Territory of Delhi with its branch libraries and also the mobile library vans. During 1973-74 about 36,000 adults participated in various activities such as lectures, discussions, dramas, film shows and television viewing programmes organised by the Library. The Library is rendering its services at more than 91 points in the Union Territory of Delhi.

A recent development in the field of library services is the setting up of the Raja Ram Mohan Roy Library Foundation. The main objective of the Foundation is to strengthen and promote the establishment of a country-wide net-work of libraries through which it will be possible to carry to all the sections of the people, new information, new ideas and new knowledge. The Foundation which came into existence in May 1972 has in its first phase taken up the programme of strengthening district libraries, including those at the Nehru Youth Centres. The total number of libraries being assisted is 500.

in-service training of workers

Another important area of adult education is the in-service training of workers of all types and levels. Most public sector enterprises and big enterprises in the private sector have training programmes for their own workers, supervisors and senior executives. Under the Apprenticeship Act they have also to train a certain number of others—including raw matriculates, students from the Industrial Training Institutes and graduate and diploma holder engineers. The apprenticeship scheme, however, is not working very satisfactorily as industry takes very limited interest in these 'outsiders'. Government departments are also increasingly taking to cadre building. A number of institutions—the National Institute of Community Development, Hyderabad, the Institute of Public Administration, Delhi, National Staff College under the Ministry of Education and Social Welfare etc. have been set up for the purpose. An important development was the establishment of the National Productivity Council in 1958 for spreading productivity consciousness at all levels of the national life, providing productivity service in the country by way of training, consultancy and research activities on a continuous basis etc. It has six regional directorates at important centres and 47 local productivity councils.

NON-FORMAL EDUCATION
OF
THE URBAN COMMUNITY

EXPERIMENTAL PROJECT

(1974-75)

DEPARTMENT OF ADULT EDUCATION (EXTN.)
UNIVERSITY OF RAJASTHAN, JAIPUR-4.

EXPERIMENTAL PROJECT ON NON-FORMAL
EDUCATION OF THE URBAN COMMUNITY ('74-75)

The title of the Project will be :

NON-FORMAL EDUCATION OF THE URBAN COMMUNITY

Introduction :

In spite of the predominantly rural character of India, the size of its urban community is not small or negligible. As per 1971 census it increased by 38% as against the overall increase of 24.99%. Urban India apportions 1/5th of the total population rounding it to an approximate of 112 million people. According to Ashish Bose urban India alone will soon be ranked "among the biggest countries of the world." "Apart from the size, the urban areas command attention by virtue of their being the seat of economic and political power has also of concentrated poverty and squalor with their volcanic possibility." The urban under-privileged cannot be ignored.

Some of these communities in urban areas are undergoing traumatic experiences due to the forces of social economic and political change. They require new understanding, knowledge, attitudes and skill to adjust to and absorb the best of these changes.

Education has a crucial role here. A University embodying the noblest of traditions in thought and culture owes much to these groups. To fulfill the aspirations of the people its best knowledge and talents have to be extended to them. Otherwise, in a limited function of teaching formal courses to youth only, the university faces the danger of becoming one of the factors creating inequalities and tensions in society, rather than resolving them.

6.7 "Non-Formal Education of the Urban Community, Experimental Project 1974-75," Jaipur, University of Rajasthan Department of Adult Education, 1975, 4 p.

Our universities are still slow moving in action and thought and have almost been deaf and blind to these aspects of society—the worst of proliferations of urban life. A confrontation of community problems with university elitism is a social need. The department since its inception has been serving to that end, organising courses for different categories, educational levels and groups of men and women, but it has generally maintained university level work. Now for the first time it is shaking off its timidity and superstitions regarding the level of university involvement and is embarking on a new project 'Non-formal education of an urban community" to serve the underprivileged of the community.

The broad purpose of this project is to experiment, a new model of university contribution to community life for its general improvement. With this aim and keeping in view the limited resources of the department, we have adopted a part of the urban community, Anandpuri situated on Moti Dungari Road, Jaipur as an experimental project.

Aims and Objectives :

Stated more specifically the aims of the project are :

1. To impart knowledge, understanding attitudes and skills to improve the life style of the community.
2. To help them to adjust to the changes taking place in the community.
3. To experiment a new model of educational program so as to gain understandings for (i) wider applications (ii) training for leadership roles.
4. Experiment new teaching methods particularly the discussion method.
5. To get university elite interested in the problems of the under privileged.

Description of the community - Anandpuri :

Anandpuri is a developing community in the process of transformation from kutcha mud houses slum area to pucca housed low income group colony, situated on Moti Dungri Road, Jaipur. Most of the pucca houses have two to three rooms with two families residing. The residents have different occupations—masonry-karrigar, construction labour, motor scooter repairers, buffalo and cow owners and a few manufacturing units.

Nearly 40% of the population is illiterate. Women, mostly illiterate are aware and conscious of their needs. The educational level of men ranges from illiteracy to university education. Majority of them are malis by caste, 50% belong to the income group Rs. 100-300 and 25% to the group to Rs. 300-600. The community has a Yuvak Mandal, a middle school, a primary school and Chatshala. The main problems as revealed by our survey, which is still in progress are : environmental insanitation, improper distribution of food ration, broken roads, disorganised marketing system.

In order to get a complete picture of the educational, vocational and community needs so as to identify specific learning objectives, a comprehensive survey of the houses is being conducted. However, informal contacts and investigator's reports have revealed information, relevant to program planning. On the basis of this, some learning objectives have been identified.

Learning objectives :

—Health and environmental sanitation
—Child care, nutrition and diet
—Citizenship and Public responsibilities
—Development of community facilities
—Public distribution, cooperation and rationing
—Family planning and family life
--Animal Husbandry

the above will be modified and expanded on the basis of the survey.

Choice, Planning and Promotion :

An educated and enthusiastic couple living in the community approached the department with a request for developing an educational program for improving their community life. To assess the extent and depth of the need and interest, several meetings were held and visits arranged. The department was impressed by the enthusiasm and interest of the community. Fortunately this proposal came at a time when we were also thinking seriously in terms of developing an experimental program in an underprivileged area. Hence we decided to adopt this community for an intensive one year program.

Subsequently a program planning and promotion Committee was constituted, of local leaders intimately involved in local problems to support the project.

Program content and co-sponsorship :

Making the survey as our basis for educational needs, a small academic committee consisting of concerned faculty members will be constituted to draw out detailed syllabi for the program. The faculty members concerned will be drawn from Medicine, Political Science, Sociology, Home Science, and Public Administration. The department will also utilise resources outside the university for teaching purposes like the Veterinary hospital and Municipal administration.

The Family Planning Department, Directorate of Medical and Health Services, Government of Rajasthan is collaborating with this project and making available their resources for the health and family planning components of the program.

Publicity :

For publicity and motivation the resources of the local program planning committee will be used. Besides this will include screening of films and documentation and other audio visual media.

Duration and phases :

The program will run for one year beginning 1st September, '74, classes being held every Thursday evening and Saturday afternoon.

Method :

Since this is a goal and activity-oriented program, appropriate teaching methodology and technology will be used. The main thrust will be on group-work based on discussions under the guidance of experts. To enrich the programs audio-visual aid, demonstration and field trips will be made.

Finance :

This programme is being conducted with great economy exploiting available resources outside the university. The total project is likely to be managed in a small sum of Rs. 3000/-.

Evaluation :

To have a valid and reliable evaluation of the program there will be three surveys :

(a) A base-line survey to assess the level of knowledge of the participants.

(b) Operational survey to assess the growing impact of the program.

(c) A final evaluation towards the end of the program vis a vis objectives.

Report :

Report will be prepared after the completion of the project.

Local Planning Committee :

1. Mrs. C.K. Dandiya
2. Mr. Raghuveer Singh
3. Mrs. Asha Dixit
4. Mrs. Mohan Singh
5. Mr. Mohan Singh—Convenor
6. Two local representatives :
    —Mr. Hari Singh
    —Mr. Ram Chander

Staff Responsibilities :

Supervisor and coordinator for mens' program and survey	—Shri Raghuveer Singh
Supervisor and coordinator for women's program and data processing	—Mrs. Asha Dixit
Survey & Research	—Miss Sadhana Singhal Miss Mamta Jaitly
Project Guide	—Mrs. C.K. Dandiya

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WORKER EDUCATION

STORY OF WORKERS' EDUCATION- BACKGROUND

BACKGROUND

The trade union situation, need for harmonious industrial relations, assent on rapid industrialisation, necessity to enthuse labour to adjust itself successfully to the changing conditions and make them respond to the call of higher production were some of the compelling factors which in 1957 necessitated the Government of India to secure expert advice on the formulation of a programme of workers' education. Accordingly the Government of India in co-operation with the Ford Foundation, appointed an international team of experts consisting of four foreign and four Indian experts.

ORIGIN

The team submitted the report in March 1957. The recommendations of the team were endorsed with slight modifications by the 15th session of the Indian labour conference in July, 1957. These visualised the setting up of a semi-autonomous board for administering the workers' education programme. Accordingly the central board for workers' education was registered as a society under the societies registration act, XXI of 1860, on 16th September 1958.

AIMS

The aims and objectives of the workers' education scheme are:—

(i) To develop stronger and more effective trade unions through better trained official and more enlightened members.

(ii) To develop leadership from the rank and file and promote the growth of the democratic process and tradition in trade union organisation and administration.

(iii) To equip organised labour to take its place in a democratic society and to fulfil effectively its social and economic functions and responsibilities.

(iv) To promote among workers a greater understanding of the problems of their economic environment and their privileges and obligations as union members and officials and as citizens.

The importance of realising these aims and objectives in a developing economy cannot be over-emphasised. A worker, who understands his rights as well as duties, can be an asset to the industry as well as to his nation. The attitude developed through this education will help to increase productivity, reduce absenteeism. build up strong and healthy trade unions and widen the field of harmonious industrial relations. A self-reliant and well-informed labour force. capable of thinking for itself and conscious of its economic and social environment, will emerge.

7.1 "Story of Workers' Education," Nagpur, Central Board of Workers Education, (1975?) p.3-8

In any democracy the effectiveness of individual participation is conditioned by the strength of the organisation through which he has to function. The organisation catering for workers in a democracy is their trade union. If industrial workers are to play their role properly in the affairs of the country, they should have strong, well-organised and well-informed trade unions run on constructive and responsible lines in the interest of the workers and of the country at large. It follows that any scheme of workers' education to be quick and fruitful must concern itself primarily with trade union methods and philosophy. It should aim at developing in the worker a rational understanding of the circumstances in which he is placed and the pressures and policies to which he is subjected, how those pressures and policies develop, how he himself by collective action through his union can ease the pressure and contribute to the shaping of the policies and how he should conduct himself through his union for the maximum good of the working class and the community as a whole. It should also train in the techniques of union organisation and management and make him largely self-reliant in that field.

THE BOARD

To achieve these aims and objectives the central board for workers' education was registered as a ociety under the societies registration act XXI of 860 on 16th September, 1958. The central board for workers' education, as laid down in rule 3 of the ules and regulations of the society, consists of hairman, representatives of central and state governments, organisation of employers and labour, niversities, etc. provided that the total number of members does not exceed 20. It, at present, consists f 16 members. It meets once in a year and considers he draft annual report and yearly accounts of the board for the preceding year and the budget for the oming year. The society has so far held 9 meetings.

The society is charged with the responsibility of dministering workers' education scheme. It sets tandards for teachers and programmes, arranges for the provision of necessary materials and aids, inspects and supervises all programmes conducted under its sponsorship. It also stimulates trade unions and education institutions to undertake workers' education programmes of the approved pattern and standard by making financial grants.

The board of governors consists of such number of members not less than 6 and not exceeding 10, as may be prescribed by the society from time to time. The members are elected annually by the society provided that the number of members representing government, employers and labour is equal. The board of governors at present consists of 10 members. It meets 4 times in a year. It has so far held 31 meetings.

PROGRAMMES

The workers' education programme is divided into three stages.

(a) **The first stage** consists of training of education officers who are top level training officers employed in the service of the board. Nominees of trade unions are also admitted to the education officers' training course to enable them to undertake workers' education programmes under the auspices of their unions. The education officers, on completion of their training, are posted to regional centres.

(b) **In the second stage,** selected workers are trained by the education officers as worker-teachers at the regional centres, in full-time training courses of 3 months' duration in batches of about 25-30. This training is a continuous process at each regional centre which is expected to train between 75-100 worker-teachers in a year. Selection of worker-teacher trainees is made by a local committee attached to each regional centre. The trainees are sponsored by trade unions wherever they exist. They are released by employers with full wages for the duration of the training. For out station trainees, courses are organised nearer to their places at the sub-regional centres or they are provided with subsistance allowance or residential facilities at the regional centre. The board spends upto Rs. 30/- per trainee for an all India study tour which is an essential part of training. The employers also contribute towards tour expenses of their respective employees.

(c) **In the third stage** the worker-teachers on completion of training at the regional centres revert to their respective factories or places of employment and conduct programmes for the rank and file of workers in the unit level classes, largely outside working hours. Worker-teachers are paid a monthly honorarium of Rs. 30/- for this work. The managements usually provide facilities for accommodation, furniture, etc. Some of the managements also give 45 minutes' time-off to the workers for attending the unit level classes. Where the required facilities are available, full-time unit level classes of 3 weeks' duration are also conducted. The worker trainees are paid incentive award of Rs. 5/- in kind for good attendance and interest in training. They can utilise this award for educational tour and get railway concession for the purpose. The worker-teachers are actively assisted in their work by the officers of the board. The best worker teachers in the year get the award of Rs. 300/- and a certificate of merit.

In addition to the programmes stated above, the board conducts special short-term training programmes as detailed below:—

(1) For members of works committees and joint management councils.

(2) For trade union officials.

(3) For welfare organisers of state labour welfare boards.

(4) Special training courses for white collared workers.

(5) For adult education instructors of the coal mines labour welfare fund.

(6) For middle management personnel.

(7) For the senior and junior masters at central training institutes and foreman instructors of industrial training institutes.

(8) Programmes in collaboration with the national and local productivity councils.

(9) One-day schools, three-day seminars and study circles for workers on selected topics.

(10) Workshops and short-term refresher courses for education officers and worker-teachers.

(11) Workers' education camps as follow-up programme of trained workers.

(12) Joint seminars at the all-India and regional levels for representatives of trade unions and employers' organisations.

(13) Administrative training for regional directors of the board.

(14) Special programmes to suit the needs of labour educators from abroad.

The board also sends its officers for training in foreign countries, under the Colombo plan, Indo-U.S. technical co-operation programme and I.L.O. fellowships.

8. SATELLITE INSTRUCTIONAL TELEVISION EXPERIMENT (SITE)

INDIAN TELEVISION : MEDIUM OR MIRAGE ?

Television for Adult Education:
A few answers and many more questions.

A discussion of a project
presented by

Gerry D'Rozario
Institute of Communication Arts
St. Xavier's College, Bombay

in the workshop
on Educational Technology

at the
International Conference
World Education Fellowship
Birla Kreeda Kendra, Bombay.

29 December 1974 - 4 January 1975

Introduction :

This paper describes a micro-project which was designed to test the feasibility of using television to promote adult education among the lower-income groups in Bombay city. No matter how inadequate the project might have been, it was a success in at least one sense: it was the first attempt in India to use television for this purpose. While breaking new ground is in itself laudable progress, yet that is no reason to rest content; on the contrary, because new opportunities have been perceived and problem areas identified, there is all the more urgency to redouble our efforts and consolidate the gains.

The Set-Up :

Allow me to fill you in on the objectives and set-up of the project, and after that we shall tackle some of the basic questions that have arisen out of it.

8.1 Gerry D'Rozario, "Indian Television: Medium or Mirage," A project discussion presented at the International Conference of the World Education Fellowship, 29-Dec.- 4 Jan. 1975, p. 1-11

The Bombay City Social Education Committee has been conducting classes for functional literacy and adult education for the last thirtyfive years in Bombay City. This in itself is a commendable achievement, and few other states can boast of having done so much for what is one of India's basic problems: illiteracy. During those thirtyfive years, the Committee has enabled more than 600,000 adults to attain literacy and its work has merited honorable mention by UNESCO for the Mohamed Reza Pahlavi Prize for literacy work in 1969, and recognition as one of UNESCO's three associate projects in India. It is a quasi-municipal body which has its own administrators, officers, supervisors and teachers who over the years have evolved an elaborate curriculum, syllabus and teaching method.

Every weekday the teacher gathers around him fifteen to twenty hotel boys, factory workers, housewives, unskilled laborers. Their ages vary from fifteen to fortyfive. Classes for the women are conducted in the early afternoon, for the men in the late evening. The groups meet right in their hutments and chawls: low-income tenements which are a special feature of over-crowded Bombay. One reason is that a classroom is a luxury which is out of reach; another, that the women, for instance, have to continue with their cooking or baby sitting while the class is in progress. Each literacy session lasts four months, after which the candidates who pass the examination are given a certificate and admitted to a four-month post-literacy session which is to ensure that they do not lapse into illiteracy.

The literacy we are talking about here goes beyond mere mechanical literacy and is integrated with social education. It strives to make a person literate by acquainting him with the written shapes of the words he is most familiar with in his daily occupation and real-life situation. It attempts to bring some degree of social awareness to the adult so that he might become actively participant in his society. All education strives toward this goal, based on the hypothesis that a true democracy is not possible unless it is built on an educated electorate.

The Television Component

Into this set-up of the Bombay City Social Education Committee we decided to introduce a television component. If television is the magic medium that the experts claim, then why not use some of its magic to help educate the masses? Our situation, with insufficient classrooms and teachers, should be the ideal occasion to put television's multiplier effect to work. As a first small step, our Institute of Communication Arts tried out a pilot project: portable video equipment was carried into the chawls and twenty-minute programs created for the purpose by the Bombay City Social Education Committee and the Institute of Communication Arts were screened for the adult learners on closed circuit television. It was a profitable learning experience for all of us: administrators, producers, teachers, students, because we had to devise efficient ways and means to communicate specific messages to a specific audience through a medium with which neither they nor we were conversant.

But we did learn, and the government-owned television centre station thought that enough spade work had been done so that they could now undertake to prepare and transmit a four-month series for adult education. A planning seminar was convened in June 1974 and an organisational chart was drawn up to streamline the operations of the three major collaborating institutions: Bombay Television Centre, the Bombay City Social Education Committee, and the Institute of Communication Arts. The curriculum was revised, the primer re-written, the teachers were given orientation courses as regards the nature of television, and teaching notes were provided to help them with the follow-up of each lesson.

On 10 September 1974, two days after International Literacy Day - which had been used as an occasion to drum up enthusiasm in all the sectors of the public - the television series entitled *Aisee Akshare Melveen* went on the air for the first time.

The Television Format

The format for the series was as follows: television teaching supplemented the regular classroom teaching on two out of the six evenings. At 6.15 p.m. the teacher would gather the students, revise briefly the previous lesson and prepare them for the day's program. At 6.30 the tele-lesson would commence. A television presenter would talk directly to the audience and introduce the day's lesson and it's main teaching points which would then be illustrated through a dramatic form. The story would be built around key words which would be flashed onto the screen from time to time so that the learners could familiarise themselves with both the sound and shape of the words. Both the story and the key words were selected with a view to teach not only literacy but also to inculcate social values. Thus stories dealing with health, hygiene, nutrition were built around key words like bread, water, milk, kerosene oil, house, medicine.

When the twenty-minute tele-lesson was over, the classroom teacher would take over again to reinforce the teaching points and to drill the students in reading and writing. After about twenty minutes of such exercises, the class would disperse.

The Evaluation

How much did the adults benefit from television ? How many of them became more literate and more socially conscious ? Did they find the content relevant to their lives ? What were the teachers' reactions to television in the classroom ? These are some of the questions that the evaluation is trying to answer. During every television lesson, forty field workers would go to twenty of the forty classroom sites to record their observations in one schedule and their interview with a couple of students in another schedule.

We hope that when this body of data is collated we will have some answers to the innumerable questions and that we will have a clearer idea of the contribution that television is making to the cause of adult education. We plan to have a preliminary report ready by the end of January 1975 when we are convening a meeting of experts in adult education and mass media to evaluate the achievements of the past year and to plan the next stage.

Reflections

It usually happens that a project sounds much grander on paper than it is in reality. I would be disappointed if you went away with the impression that the entire project was a resounding success and that little remains to be improved upon. I propose to outline for you very briefly some of the fundamental issues which we are faced with and which we should have the courage to tackle if indeed we are genuinely interested in using the media for adult education.

The advent of the electronic media in the Third World countries has been hailed with considerable enthusiasm. Experts claimed that with such powerful means of disseminating information, a host of developmental problems could be solved: modernisation, food production, family planning. Now that these countries have had the media for so many years, it is time to take another hard look. Are the media delivering the goods the way the experts promised? If not, where is the catch? In the media? In their use? Or in the local situation? What can we do to clear the bottleneck?

The Concept of Mass Education

I hate to have to be the one to rock the apple cart, but allow me to pose some very fundamental questions as regards the very concept of mass education.

If the concept of a mass culture is questionable, then is the concept of a mass education any more plausible? Or is it as utopian as the dream of eliminating bribery and corruption? Can an education and culture which is meant for the masses have anything in common with what is meant for the elite? If education is disseminated quantitatively, can it retain its quality?

Do the masses wish / need to be educated? What should be the nature of this education? Who decides what educational and cultural values should be imposed on them? The masses admit that to be illiterate is to fall easy prey at the post office and the rationshop, with the money-lender and the landlord. Then perhaps all they need is a mechanical literacy that will enable them to read and write? Are they inclined to go any further? Do they really want to be politically involved in the affairs of the community? Can the masses be anything but lethargic?

Concerning curriculum: do the masses need history, geography, biology? Or should we ask: what is the minimum quantum of knowledge that a man needs to be a good citizen, farmer, factory worker, family man? Can a methodology be formulated and standardised for imparting such traits; a sort of package deal which will popularise and sell education to the masses the way we do with any other product? Should we think along these lines, or is it irreverent to talk of education in these terms? Is educational technology not pointing in this direction? The audio casette and the instamatic camera are instances of the simplification and consequent multiplication of complex skills so that what previously had been a specialised operation can now be performed by any layman.

The Use of the Media

Television is a new medium both for our students and teachers. Most of them are watching it for the first time in their lives. Is it being too presumptuous to expect them to use it as an educational tool ?

Visually, they are accustomed to the movies and so would be able to follow the audio-visual language of television. But they have always considered the movies as purely an entertainment medium. Will that same attitude carry over towards television? If so, will the teaching potential of the medium be negated ?

The mass audience will not watch serious fare on the film or television screen. Can we acquire the art of blending entertainment with education so that both their needs will be fulfilled simultaneously? Will we discover the artists who can combine educational messages with popular art forms so that the program will have a mass appeal ?

Let us also take a look at the problem from the teacher's viewpoint. Will he not feel threatened by the presence of this electronic box in his classroom. It can both entertain and educate his audience much more dramatically than he can. Will it not replace him some day ? These are the questions that worry him, and we must do everything we can to allay his fears. Educational television cannot hope to succeed unless it takes the teacher into its confidence. The Japanese had the most sophisticated color educational television for the last twenty years, and now they admit it has been a great waste because instead of beginning with the teacher, they began with the student and with the program. They intend to try all over again, starting this time with the teacher. We must explain to him the nature and function of television so that he will enjoy using it to supplement his teaching, to his own benefit and that of his students.

Let us move on to view the problem from the communicator's viewpoint.

For a program to be effective, so the communication principle goes, it must be thought out and produced in the language and socio-cultural idiom of the target audience. Is it possible for the communicators who do not belong to the same social, educational and economic class as the audience to abide by this principle ? And yet it is a problem that pervades all the conventional media: there is a clearly defined gap between the professional, urbanised, western-educated communicator and his illiterate rural audience. What can we do to bridge this gap ?

Perhaps another assumption must also be called into question at this point: that it is always a media man talking to his audience; one-way communication. But does the audience not have something to say which the communicator should be listening to ? In the lessons of life, are we not all learners ? If that is so, then there are numerous implications. The communicator should devote a lot more time to listening; the audience should get many more opportunities to speak up and be heard; the rote method of instruction in the classroom must be revised; the authoritarian teacher-learner structure must give way to a warmer and more personal relationship.

We have looked at the problem from the point of view of the learner, the teacher and the professional communicator. A word remains to be said about the economics of the set-up.

A far-flung network is required to organise and execute the various activities that are needed for a successful program of mass education. Adequate finances are needed for salaries, buildings, maintenance, transport, program material. Where is this money to come from ? What priority does it receive in national and state budgets ? Talking of finances in relation to television production: is such a thing as a shoestring-budget television a workable proposition ? True, every artist must work within the constraints of his medium. But a line must be drawn somewhere, and not to give the producer sufficient time and facilities is to go against the grain of television production. With inadequate funds, what are the chances of securing capable scriptwriters, artistes, producers ? If we cannot afford the high maintenance and recurring expenses, does not the capital investment go waste ? If the system requires more funding, is there any way of pumping it in ? Or is it that the problem is not money but a re-ordering of administrative priorities ?

Finally, how do we get the goods to the consumer ? If it is only the upper-class that can afford the television set while the programming is directed towards the lower-class, then we are faced with yet another problem; both groups are frustrated. What are some alternatives ? Low-priced television sets, either through a more rational taxation policy, or government-supplied television sets for community viewing. Unless the government steps in and does something about it, it is a futile game. The poor man will never get to see the television programs which are meant for him; the rich man does not need whatever help television has to offer.

It is difficult to tell how many sets there are in Bombay City, but one estimate puts it at 75,000. It can safely be assumed that 99 % of them are with the more affluent class. Can it be said then that Bombay Television is fulfilling its ideology of contributing to the development of the lower income group ? What are the chances that television will saturate the masses ? Or, given the cost-benefit ratio, should we reconsider television, and ask ourselves whether we have not gone too fast from radio, which is a mass medium but whose potential remains as yet unexploited, to television, a medium which we can scarcely afford and which stands little chance of ever reaching out to the masses ?

Winds of Change

When glancing through the agenda of this Conference, I was disappointed to note that so little attention had been given to adult non-formal education. But I was deeply thrilled when at the very outset of the meeting the two issues of literacy and social justice were given such prominence. The inaugural message of the mayor explicitly mentioned the problem of illiteracy, its implications for our society and the urgency with which we should combat it. Dr. Robin Richardson said in the very first lecture that the aims, content and method of education should be directed towards developing a "competence for changing the world towards greater justice; this involves skill in changing (people's) own particular bit of the world, such that they and others are less dominant and less dependent; and also the capacity to give support to people in other places, including (even!) politicians and governments, who are working for the same ends."

There is a growing consensus that in today's world, education can no longer be the isolated activity of a privileged group which condescends from time to time to share its power and gift its knowledge to the illiterate majority. To be more precise, embarassingly precise, you and I constitute this elitist group; as the literate minority, do we really want the masses educated ? Do we not stand to lose in the bargain ? When concepts like liberation and social justice filter down to the trade unions and student unions, are we not threatened as employers and administrators ? Are not our institutions, structures, relationships, threatened by mass education ? If so, is there any way of easing this tension ?

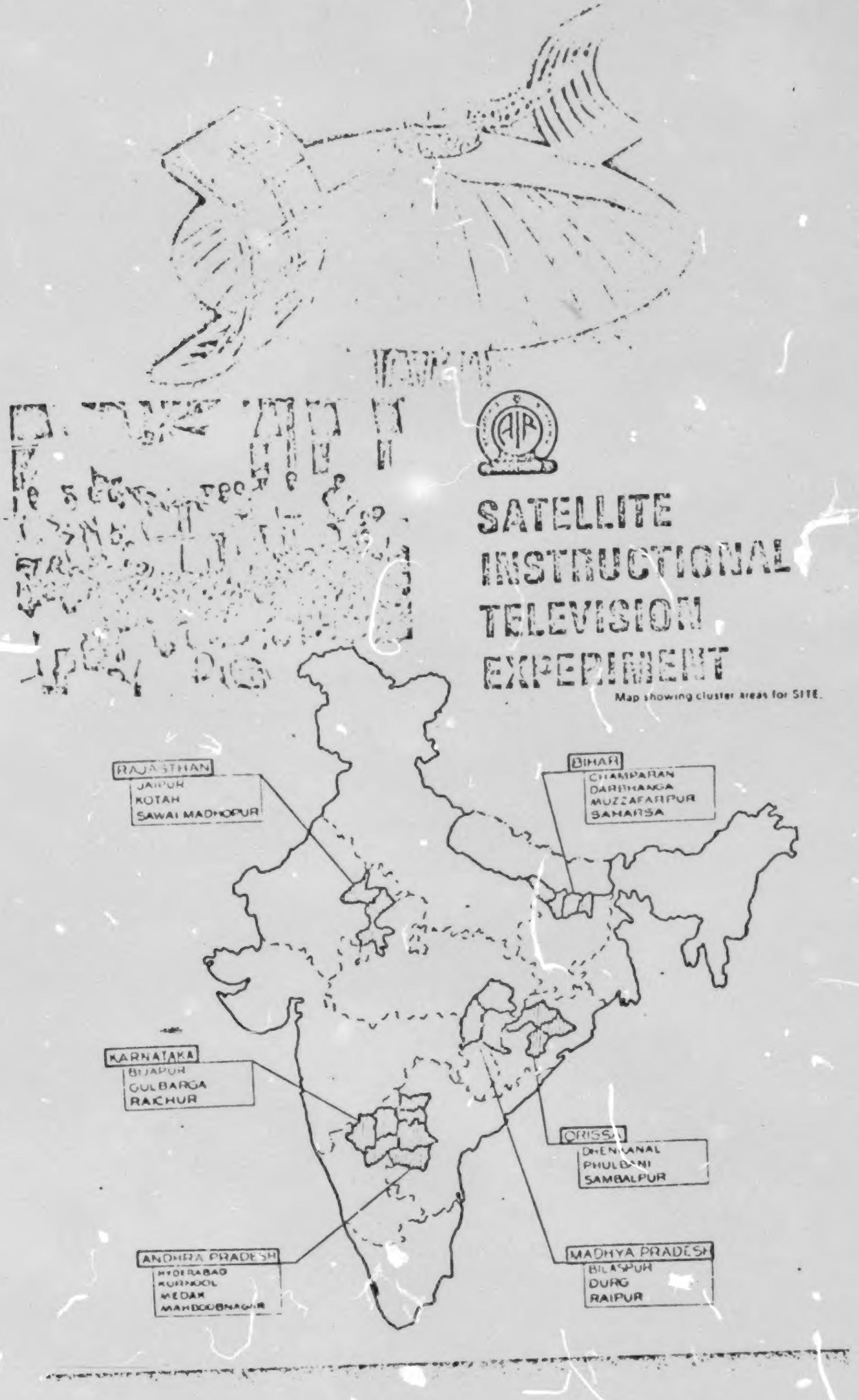
These are hard questions, but I think we cannot evade them at this stage of the game.

Conclusion

This paper was sub-titled: "A few answers but many more questions." By now you should be convinced that this warning was entirely justified. I assure you I have no intention of sabotaging this workshop by throwing so many and such varied questions at it. Yet these are basic issues which any government or any organisation involved in education and mass communication must come to grips with sooner or later.

The theme of this International Conference of the World Education Fellowship is "Innovations in Education for a Fuller Life." This is an exact description of the project I have outlined concerning the use of television for adult non-formal education of the lower-income groups. The innovation consists in using television. It is intended to bring a fuller life to the people of Bombay City.

Will we succeed ? Six out of every ten people are illiterate in this city. That is a big number, especially when you recall that there are six million people here. If the quality of life of so many million people depends on us, then we must succeed.



SATELLITE
INSTRUCTIONAL
TELEVISION
EXPERIMENT

Map showing cluster areas for SITE.

RAJASTHAN
JAIPUR
KOTAH
SAWAI MADHOPUR
BIHAR
CHAMPARAN
DARBHANGA
MUZZAFARPUR
SAHARSA
KARNATAKA
BIJAPUR
GULBARGA
RAICHUR
ORISSA
DHENKANAL
PHULBANI
SAMBALPUR
ANDHRA PRADESH
HYDERABAD
KURNOOL
MEDAK
MAHBOOBNAGAR
MADHYA PRADESH
BILASPUR
DURG
RAIPUR

3.2 "Satellite Instructional Television Experiment," Publicity brochure developed by the Indian Government, 1975

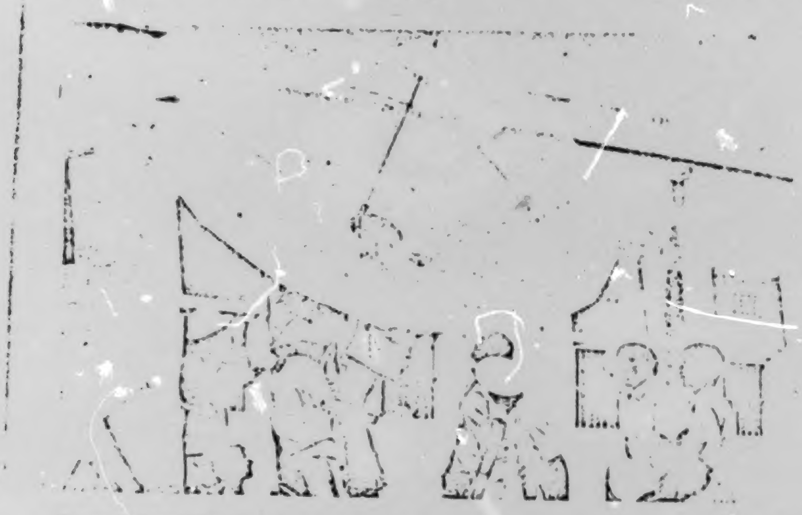
August 1, 1975 is a momentous day in the history of mass communication in India. It is on this day that India starts using one of the most sophisticated and versatile satellites—the Application Technology Satellite-6 (ATS-6) to reach 2,400 remote villages in 20 districts spread over six states. The total area covered is over three hundred thousand square kilometers—equivalent to the size of Finland in Europe and population, 45 million, almost that of Mexico.

Based on a Memorandum signed by India and the National Aeronautical and Space Administration (NASA), the ATS-6 has been made available to India for a period of one year starting August 1, 1975. The project has been christened as Satellite Instructional Television Experiment (SITE).

WHY THIS EXPERIMENT ?

India wants to gain experience in the development, testing and management of the satellite based instructional television system particularly in the rural areas.

The idea is to elicit the cooperation of people living in rural areas for development. TV should be a medium to cater to both in-school and out-of-school education in which primary education should be given priority. TV should also disseminate information about specific aspects of Science and Technology, Agriculture, Health, Family Planning, etc., with the assistance from various user agencies both at the Centre and in the States. In preparing programmes for SITE these objectives have been kept in mind.



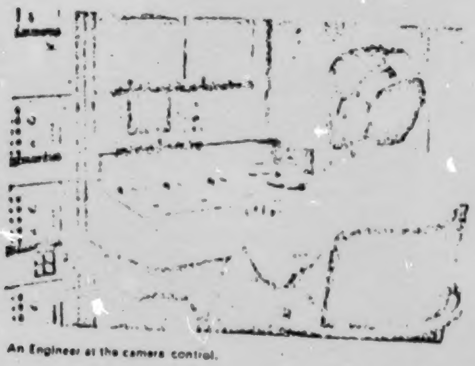
Fixing up a 'Chicken-mesh' antenna in a village school building

SUPPORT FOR DEVELOPMENT EFFORTS

In the Indian context the main justification for using television is the support that it can provide to our developmental efforts specially in respect of backward and under-privileged areas. The problem is how to reach these remote and far-flung areas with the inherent limitations of terrestrial TV transmission ? Use of satellites is a possible answer. And so when NASA planned to launch an experimental satellite—ATS-6, a most versatile and highly sophisticated device, the Govt. of India joined hands and a Memorandum of Understanding was signed by which it was agreed to conduct an experiment in the use of ATS-6 for direct broadcast to rural community receivers and limited rediffusion through VHF transmitters of Indian developed instructional TV programmes. The experiment was appropriately christened Satellite Instructional Television Experiment (SITE).

A COMMUNICATION EXPERIMENT

SITE has been planned as a communication experiment. It is to help in collecting vital information in designing and executing a nation-wide TV System. 2,400 direct-reception TV sets have been installed in as many villages. Generally 400 sets have been set up in each of the village cluster of the state covered. The criteria in selecting these villages has been the backwardness of the area, availability of infrastructure, probability of continuity of TV reception after SITE and common agro-socio-economic conditions. The insistence on common conditions between two clusters is only to make full use of one-video two-audio facility made available in the satellite transmission. If this experiment succeeds then an attempt may be made in a multi-lingual country like India to go in for one-video multi-audio channels. In this system, the picture on the screen will be the same yet different languages would be simultaneously used to communicate with the audience.



An Engineer at the camera control.

In the tele cine room at a Base Production Centre.

MAINTENANCE OF COMMUNITY RECEIVERS

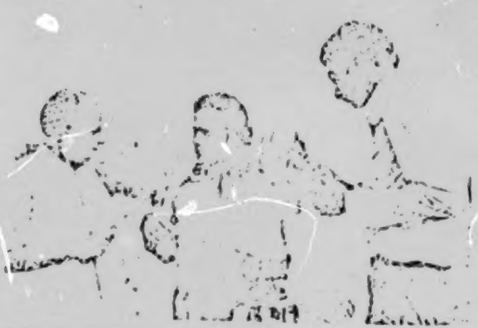
To ensure effective functioning of TV sets in remote areas, each cluster has a Maintenance Centre fully staffed with technicians. It will look after the upkeep and maintenance of 400 receivers within the cluster and three subcentres in vantage areas. Adequate mobility and spares have been provided.

SPADE WORK FOR PREPARATION OF PROGRAMMES

Primary data was collected districtwise, on languages spoken in the area, food, dress, recreation, religion, social organisation, education, status of women, agricultural practices, health, hygiene and such other habits and customs which are part of the way of life of rural-folk. Audience profiles were prepared which proved of immense benefit to the programme producers of All India Radio.

PRIORITY TO PRIMARY EDUCATION

In programming, primary education has been given the first priority. The primary school in a village in India is often a dull, drab and unattractive place. It is more often than not a one-teacher show. It is estimated that out of 100 children entering Class I only 40 reach Class V. In addition, children are required to assist the mother at home. Taking these factors into consideration SITE decided to concentrate its attention on Primary and Pre-primary groups in the age group of 5—12. The programmes are not syllabus oriented but they do try to provide 'core' instruction in an interesting and entertaining manner. The idea is to bring some breath of fresh air and laughter into the class room, thus inspiring children to go to school regularly.



roducer discussing a programme with camera crew.

Filming a Child Health Programme

PROGRAMMES FOR SCHOOLS

The programmes for primary and pre-primary schools will be telecast in the morning for 220 working days of the year. Each of the four languages i.e. Hindi, Kannada, Oriya and Telugu will have 22 minutes. It is also planned to conduct special telecasts for teachers. A 12-day multi- media package programme designed to help the primary school teachers in the cluster areas by equipping them better for teaching science is to be put out. The 12 lessons have been developed by experts. Thus in-service training for the primary teacher is part and parcel of the TV programme.

Another interesting aspect of the morning programmes in SITE for primary schools is the way attempts are made to introduce science to village kids. There are no labs and not even simple kits are available. Even the teachers are largely high school dropouts. This seemingly difficult situation is really a blessing in disguise. Science is presented as a way of observing and understanding the common place things and happenings. Immediate environment is the lab 'par excellence'.

SIMPLE MESSAGES TO FARMERS

SITE TV will not be used as an agricultural school on the air. Scientists and agricultural experts have identified ten to fifteen messages in agriculture, crop-wise, which they are keen to communicate to the farmer. Each programme, as far as possible, will have just one message. No recommendations will be made for which local inputs are not available. The pace will be slow and language simple.

FAMILY PLANNING PROGRAMMES

Programmes on Family Planning will not be exclusive but will deal with the entire gamut of experience of the family as a healthy social unit. Family Welfare through planned parenthood will be emphasised by bringing in the social, economic, health, educational, occupational and cultural aspects of the problems. In order to deliver a wellknit integrated approach the problems, aspirations and needs of the entire family are being projected. The motivational and instructional concepts are being woven into the myths and cultural traditions of the areas concerned. 'The Family Serial' found successful in radio is also being tried out to convey a variety of messages through entertainment and real-life situations.

In nutrition also, the accent will be on what is readily available in the village kitchen or backyard.

From a play dealing with a problem child

Smt. Sanjukta Panigrahi in a typical Odissi dance pose

From the Oriya play 'Apabyayee'

BROADCAST TIME-TABLE

Broadcast for primary schools :

1000-1022 hrs. Karnataka (Kannada)
1022-1044 hrs. Andhra Pradesh (Telugu)
1044-1106 hrs. Orissa (Oriya)
1106-1128 hrs. Madhya Pradesh }
Rajasthan } Hindi
Bihar }

August 1975—October 1975
April 1976—July 1976

1820-1900 hrs. Andhra & Karnataka
1900-1930 hrs. Common (News & Integration)
1930-2010 hrs. Orissa & Madhya Pradesh
2010-2050 hrs. Bihar & Rajasthan.

November 1975—April 1976

1800-1840 hrs. Bihar & Rajasthan
1840-1910 hrs. Common (News & Integration)
1910-1950 hrs. Orissa & Madhya Pradesh
1950-2030 hrs. Andhra & Karnataka

A total of 1320 hours of programmes is required for the SITE year. Out of the total of 915 hours for the evening telecasts, 60 hours will be a common programme in Hindi consisting of a news bulletin and some items on national integration.

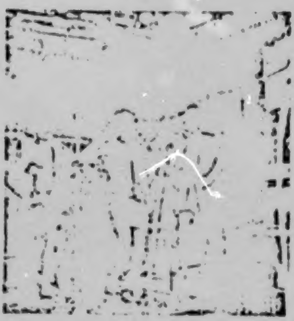
Agencies like the Films Division, NCERT, Centre for Educational Technology, Ministries of Health, Family Planning, Education and Agriculture have produced good material relevant to our purposes and about 150 to 200 hours of such material were available for use either as excerpts or even in whole. Stills, slides, graphics etc. are also available with many Government agencies and many worthwhile programmes are being mounted based on this material. ISRO is producing science based programmes for primary schools, twice a week.

RESEARCH AND EVALUATION

A Research and Evaluation Cell has been set up and leading social scientists have been involved in the formulation of the Social Evaluation Plan.

Producer and the Technical Director at the control panel

Filming a Health Programme in a Village


A folk dance sequence

The SITE project is an experiment, though a mammoth one. It will be futile to imagine that our villagers will reach some hypothetical "developed" state as a result of one year exposure to TV. It will be heartening if SITE could help to create the climate for development in these backward and under-privileged areas.

davp Designed & produced by Dte. of Advtg & Visual Publicity for All India Radio, Min. of I. & B., Govt. of India, New Delhi and printed at M/s A. J. Printers, New Delhi.
No. 2/31/75. PP III—July 75.

SITE charm wearing off gradually

By PRADEEP PURI

"The Times of India" News Service

JAIPUR.

THE initial charm of the Satellite Instructional Television Experiment (SITE), which was inaugurated with fanfare on August 1, has already started showing signs of wearing off.

The huge crowds, which reportedly witnessed the first day's telecast, were nowhere to be seen when a Press party was taken round four 'TV villages' in the Jaipur "cluster" in Rajasthan.

Sheopur is seemingly a prosperous village with a couple of 'pucca' houses and a population of about 2,500. It boasts of a primary school and a post office. The TV set is kept in the school and its headmaster is its custodian.

When newsmen reached the school, only about 25 students and half a dozen adults were watching the programme. There was not a single woman among the audience.

Bambala, another village nearby, had a bigger audience. Of about 120 villagers watching the TV, more than three-fourths were children. Women too were there, but in small numbers.

The biggest crowd of about 300 was seen at Bilwa. But even this number is not impressive considering its population of 3,000. Moreover, on inquiry, it was found that even among these 300 people, 30 per cent were outsiders.

FAULTY SETS

At all the three places the villagers attributed the thin attendance to faulty TV sets. They complained the sets remained out of commission most of the time. In fact, many failed on the very first day of installation. Even as this reporter was watching a TV programme at Bilwa, the screen went blank. The set had ultimately to be replaced.

The uncertainty regarding the working of the sets has put off many genuinely interested villagers. They somehow do not like the idea of rushing to the TV "chaupal" from their fields only to find the set locked in a room and the custodian waiting for the overworked maintenance staff of the Indian Space Research Organisation (ISRO).

The major trouble with the sets is that the fuse blows off frequently. The sets are provided with a built-in automatic voltage-stabiliser. The stabiliser works on a particular voltage range, but as the voltage fluctuation in the villages is quite wide, the fuse blows off from time to time. It can be replaced only by a qualified engineer and not the untrained custodian on the spot who has been given only function training in operating the set.

High-velocity winds pose another operational hazard. Antennae are often swept away and damaged and, again, it is only the maintenance staff that can refix them.

For repairs of the sets custodians have been given printed authorisation cards. In case of a breakdown they have just to indicate the defect printed on the card and post it to the maintenance office. The ISRO man visits the village on receipt of the complaint and tries to repair the set on the spot. In case of a [illegible] defect the set has to be tak[illegible] the workshop.

In most villages there is no post office. The custodians have to trek miles to post the card which usually takes a couple of days to reach its destination. It takes four to five days or a week even for the engineer to visit the village with the affected set. Meanwhile the villagers are deprived of their share of the Rs. 3,000-a-minute experimental programme.

To cap it all, the ISRO has only one maintenance engineer for every 100 sets, which means 100 villages. Considering the number of breakdowns and the distance between one village and another, this is woefully inadequate.

ISRO officials, however, do not see the need for more staff. They say these are just "teething troubles." Once a set is attuned to a particular voltage, it will, they assert, work fairly well for a long time.

An ISRO official said the fuse problems was being solved by replacing the built-in voltage stabiliser by a manually operated one. With little training the custodians can learn its operation and the number of breakdowns can thus be minimised.

The micro-wave department of the government has developed a new antenna to counter the wind problem. This antenna, also a chicken-mesh type, can be fixed into the wall. Four such antennae have been installed in Rajasthan on an experimental basis.

The programme on the whole are being well received by the villagers. The initial impact of the telecast was evident. The happiest among the lot are farmers who are being imparted the latest knowhow in farming.

"Till now we were using the age-old methods in farming. What is shown on TV is absolutely new to us. I am confident that most of us will use these methods to improve our production", said Gopal who owns a small farm in Sheopur.

Equally enthusiastic was Sat Narain of Bambala. He owns 20 bighas of land but had a poor crop last year because of pests. "The pest control devices shown on TV the other day were not known to me. How I wish TV had come to our village last year! I could have saved my crop."

The villagers were unanimous in their opinion that farming programmes should be more frequent. They argue that since their economy depends on cultivation, they need more knowledge about it.

Programmes on hygiene have also caught popular imagination. The rural audience enthusiastically talk about a film on general cleanliness. "We never knew it was harmful to clean teeth with mud and coal. Thanks to TV we all now use the 'neem' twig or the brush, and clean our teeth as told by the woman in the box", said Durga Devi, a housewife of Bambala.

"My parents never knew that we should be vaccinated against smallpox every three years. They always thought that once vaccinated, the children were safe from the disease. Since yesterday, when a film on smallpox was shown on TV, the people have been pressing the village head to arrange for their vaccination," said Kusum, the only Bilwa village belle studying in a college in Jaipur.

As expected, the programme has proved a great hit with children. When this reporter visited Peek ki Talai village to watch a school programme, the classroom was packed to capacity. The school teacher said attendance had improved considerably since the installation of TV. In fact, more and more children were seeking admission because of it. The school had registered 30 per cent. improvement in attendance.

However, not all the villagers are happy about the "type" of films shown "on the box". They complain that many programmes are either mistimed or are totally irrelevant to them. They cite the example of a film on sowing. Since the sowing for kharif is already over, the methods shown on TV can only be used next winter for the rabi. By that time, they say, they are likely to forget things.

WRONG NOTION

Equally misconceived is the notion of beaming a film on paddy cultivation to Rajasthan farmers. Paddy is sown in a very small area. The crop accounts for only 2.7 per cent. of the total foodgrain production in the state.

Besides, in most of the programmes there is no audience participation. Often a face on the screen breaks into a long monologue, rarely holding the interest of the audience.

The programmes, though somewhat successful, have presumably been produced without any consultation with villagers. In all the villages visited by this reporter, people said nobody had ever come to consult them regarding the programmes. Only a few comperes had made an occasional trip to shoot some films.

FEEDBACK INFORMATION

The official claim that future programmes would be based on feedback information also does not stand scrutiny. Villagers and custodians are not aware of any channel to report their reaction to the programme planners.

ISRO officials, however, claim that a separate cell has been created to study the feedback. Asked what kind of programmes the villages would like to see, the official in charge said his department had not so far evaluated report cards. He thought it was too early to do this.

Most villagers feel that the TV can bring about a seachange in their living and working conditions if the programmes are produced with imagination and foresight. They say that to sustain their interest, the programmes should have a happy and balanced blending of instruction and entertainment. More audience participation and better maintenance of sets can help the government achieve its aim of revolutionising rural life in some parts of the country.

8.3 Pradeep Puri, "Site Charm Wearing Off Gradually, The Times of India, Monday, Aug. 18, 1975, p. 3

9. ADULT EDUCATION ORGANIZATIONS

'GRAM SHIKSHAN MOHIM'
(VILLAGE EDUCATION CAMPAIGN)
IN
MAHARASHTRA STATE (INDIA)
1961-1974

DIRECTORATE OF EDUCATION
MAHARASHTRA STATE, POONA -411001.

Mass Campaign : A beginning

1. Before 1959 stray adult literacy classes were started fitfully here and there in rural areas and after working for some time in isolation, these classes could come to an end. It was in 1959 that the idea of taking the literacy movement to the masses and making them adopt it as their own was first experimented in Satara District. The importance of literacy was impressed on teachers and villagers by holding a large number of meetings. This infused enthusiasm both among the people and the workers. The annual average figure of 3,000 neo-literates before 1959 leaped to 11,000 in 1959. In 1959-60, as the movement gathered momentum and the villages began to outbid one another, that figure was nearly doubled. In the year 1960-61

9.1 "Gram Shikshan Mohim (Village Education Campaign) in Maharashtra State (1961-1964)" 11 p.

the persons becoming literate reached the staggering figure of 1,09,000 in Satara District. It was the villagers who approached the teacher and not the vice verse. The campaign was adopted for the whole State since 17th April 1961 and it has now completed thirteen years of its work by this time.

2. OBJECTIVES :- Some of the important aspects of the Mohim are indicated below :-

(a) Eradication of illiteracy of the adults within the age group 14-50 starting literacy classes.

(b) Retaining literacy and enriching the knowledge of new literates through the Circulating Library Scheme.

(c) Bringing about all sided development of the village through social education centres.

In this compaign, men and women in the age-group 14-50 are covered. The campaign lasts for about 4 months during which period the aim is to make the whole village literate.

3. POSITION OF LITERACY IN 1961 :- Literacy percentage of Maharashtra according to 1961 census was 29.9 of this 42.1 was for males and 16.8 for females. Total illiterate population of Maharashtra was 27.7 millions. However, the total literate population in the age group 14,50 would be roughly 13 millions.

4. ORGANISATIONAL SET-UP :- The organisational set-up for conducting and implementing the Gram Shikshan Mohim is as under, Once it is decided to implement the programme, a Gram Shikshan Executive Committee comprising 10 to 15 leaders including Village Patil, Talathi, Sarpanch, Chairman of the Village and the lady member of village panchayat, representative of Co-operative Society, Head Masters of the Primary schools is constituted. The Sarpanch is the President of the Committee and the Head Master of the Primary School is its Secretary. The main functions of the Committee are as under :-

i) Prepare lists of illiterate adults between 14 and 50 years of age in the village.

ii) draw up the lists of literate and educated men and women in the village who can run the classes.

iii) make seating arrangements for classes

iv) assign teachers/workers for different classes.

v) fix the timings of classes;

vi) supervise and guide the classes by visits, etc; and

vii) provide equipment such as black boards, lamps, lanterns, charts etc. ....

Then preparations are made to create the necessary background and also an atmosphere to prepare the village for taking active part in the scheme. The President of the Gram Shikshan Executive Committee, the Chairman of the Education Committee and the Education Officer of the concerned Zilla Parishad issue an appeal, copies of which are printed and distributed among the various Officers, for circulation in the villages selected for the implementation of scheme. The main responsibility of the implementation of the scheme is of the B-lock Development Officers. Wall posters are also fixed up and they serve very useful purpose in preparing the healthy atmosphere in the village selected for the implementation of the scheme. Meetings for the propoganda of the scheme are held in the villages selected for implementation and calling such meetings is the responsibility of the president of the village panchayat.

The different places in the village where such classes are proposed to be held are decided and a list of the persons conducting these classes is also decided upon. In general, the strength of each class is not more than 20. But for the sake of convenience the classes for females may have the strength of 5 to 6 also - and such classes are generally conducted by the school-going children in a particular house or by some workers in the village and these are known as Home Classes.

5. STANDARD OF LITERACY - METHODOLOGY

i) Main emphasis in the syllabus is on reading, but simultaneously writing of simple sentences is also aimed at. Elementary arithmetic is also taught. Adult illiterates attending these classes are expected to write numbers upto 100 and to know additions subtractions, etc. They are also expected to know the practical use of arithmetic in daily life for keeping an account of their earnings and expenditure. This has been included in the curriculum for these classes only with a view that simple monetary transactions can very well be understood by the villagers.

ii) In addition to this information regarding sanitation, farming, administration of the village, child development, etc. is given in these classes. Similarly importance of cleanliness is impressed upon them. There are instructions given regarding the use of bath rooms, latrins, urinals etc. Care is taken to inculcate healthy habits among the villagers. As the life of the villagers is mainly dependent upon farming, they are given information regarding modern methods of sowing various types of manures as well as the preventive measures that may be taken to avoid the possible damage by particular crop diseases. All those topics are included in the syllabus. Main emphasis in the curriculum prescribed for these classes is on reading simple books and simple arithmetic and furnishing them with information in regard to practical arithmetic connected with their daily life.

6. Literature and Reading Materials :-

For this initial compaign the literature used mainly consists of charts, strips and booklets.

The topics covered in the charts, strips and booklets are these noted above. During the last 13 years, about 260 such charts, booklets, books, pamphlets, etc. have been printed and supplied to all the Districts free.

7. Testing of the Adults :-

As soon as village, covered under this scheme, achieves success in removing illiteracy of the adults between the age-group 14-50, the achievement of 100 percent literacy is decided by conducting certain simple tests. Results of the tests are given in a prescribed proforma. All the adults attending the classes are examined in reading, writing, arithmetic and general knowledge. The total number of marks for the whole examination is 100, 40 marks for reading, 20 marks for writing, 20 marks for arithmetic and 20 marks for general knowledge. The name of every adult who is examined is entered in this particular proforma. After taking the examination such tabular information is prepared and the results are declared.

8. Gram Gaurav Samarambha :- At the end of the achievement of 100 percent literacy in the village, a celebration called the Gram Gaurav Samarambha is arranged. This celebration is not to be organised unless, in addition to achieving hundred percent literacy, the village has achieved complete cleanliness of its streets as well as buildings and necessary arrangements for good sanitation, drinking water, construction of approach roads have been made by the villagers. In this celebration, the whole village takes part and the neo-literates take up a vow to maintain their literacy. The new literate men and women, belonging to scheduled casts and other casts mix together and address the audiance.

9. Progress of Gram Shikshan Mohim :-

During the decade beginning from 1961 more than 9.5 million illiterate adults were made literate and as many as 38,669 villages and wadis have achieved hundred percent literacy. It was decided by the Government to make strenuous efforts to wipe out illiteracy during the Gandhi Centenary year. Accordingly Kolhapur District was the first in celebrating "Zilla Gourav Ceremony" during 1969-70. Poona, Sangoli and Ahmednagar have also celebrated "Zilla Gourav Ceremony" during the same year. In addition to these four districts six more districts viz, Jalgaon, Dhulia, Ratnagiri, Parbhani, Osmanabad and Buldhana have practically achieved the target.

A statement showing the year wise progress of the State is appended as table I.

10. Costing pattern of the Mohim :

The Government supplies free of cost charts, and literature required for the classes under the Gram Shikshan Mohim. The Village Panchayat and the benevelent persons in the village accept the responsibility of supplying kerosene oil, lamps and writing materials to these classes. As soon as the village attains hundred per cent literacy, a token grant to the village panchayat, at the rate of 50 paise per adult made literate is sanctioned by the Government. All educated men and women of the village and students of upper classes of primary schools and the teachers of primary schools help in conducting classes without any remuneration. One of the important aspect of the Gram Shikshan Mohim which has attracted considerable attention, is its low cost.

The Government incur expenditure mainly on the production of such items as charts, literature and reading materials for which the entire expenditure is borne by the State Government which comes to at the rate of 50 paise per adult. They also assist the village panchayat to the extent of 50 paise per adult made literate for such items as kerosene oil, lanterns and writing materials. The average expenditure per adult incurred would seem roughly to be Rs. 1/-.

The details of yearly expenditure by the State Government on Gram Shikshan Mohim is given in Table No. I (Col. 7).

11. Follow up :- After the initial four month's campaign is over and the Gram Gaurav Samarambha is celebrated, the programme of retaining literacy and enriching the knowledge of neo-literates is taken up. This follow up work is done through the circulating library scheme and Social Education Centres. Sets of booklets, each set containing 10 booklets, are circulated among the neo-literates by the teachers of the primary schools through the children enrolled in schools. A monthly "Lokshikshan" which provides reading material on rural subjects for neo-literates is also published for the purpose.

12. Evaluation :- The Directorate of Education, Maharashtra had in 1964 carried out a survey of the work done under the Gram Shikshan Mohim in order to find out the achievements in regard to the eradication of illiteracy as well as the achievements in the field of all sided development of the villages. The findings of the survey regarding retention of literacy reading, writing and arithmetic and changes in outlook etc. are in a nut shell as under :

While 45.1 percent of the female neo-literates had retained their literacy completely, the percentage of males was 42.00 among females

20.5 per cent could be considered to have totally relapsed into illiteracy; the percentage in respect of males was 14.5.

13. Post Literacy Work :- Alongwith the work of eradication of illiteracy, post literacy work in the form of "Vikas Shalas " - First Year and Second Year were introduced. Since 1969 the Central Government scheme of Farmers' Functional Literacy has been implemented as 'Kisan Shikshan Yojana' with certain modifications. Entire expenditure on this scheme is borne by the Central Government. The scheme has been introduced progressively in 12 Districts as shown below :

1969-70	....	Kolhapur, Akola and Parbhani,
1970-71	....	Poona, Jalgaon and Buldhana
1971-72	....	Sholapur, Kolaba, Thana, Aurangabad and Chandrapur.
1973-74	....	Amravati.

14. Social Service by Students :- Maharashtra State Social Education Committee had appointed a sub-committee to formulate and recommend the scheme of Social Service by students. The Sub-Committee's report on Social Service Scheme for students' has been accepted by the Committee and accordingly work of eradication of illiteracy and retention of literacy has been included in the revised syllabus of Stds. VIII-IX under the subjects "Work experience". This scheme

has been introduced in the State from June, 1972.

15. Since 1961 many distinguished persons and experts have observed the working of Gram Shikshan Mohim and appreciated its organisation, methodology and achievements. A few extracts of such observations are enclosed.

Table - I

Achievements in Literacy.

Sr. No.	Year	No.of Adults made Literate (Age-group 14-50) Men	Women	Total	Literate villages and towns.	Allotment Sanctioned.
1.	2.	3.	4.	5.	6.	7.
1.	1961-62	2,65,303	2,21,075	4,86,378	373	Nil
2.	1962-63	2,63,142	2,59,245	2,22,387	812	2,03,000
3.	1963-64	2,[illegible]898	2,09,3[illegible]	4,24,236	1,231	4,00,000
4.	1964-65	2,55,068	2,40,412	4,95,480	2,816	12,50,000
5.	1965-66	2,40,056	2,55,679	4,95,735	1,842	20,00,000
6.	1966-67	3,58,714	4,03,317	7,62,031	2,809	10,00,000
7.	1967-68	4,31,091	5,03,372	9,34,463	4,149	Nil
8.	1968-69	9,66,877	11,50,000	21,16,877	12,163	25,00,000
9.	1969-70	11,42,124	15,07,363	26,49,487	10,927	15,00,000
10.	1970-71	3,20,679	3,47,365	6,68,044	904	4,50,000
11.	1971-72	70,166	65,377	1,35,543	1,072	7,00,000
12.	1972-73	39,491	35,489	74,980	5,078	7,60,000
13.	1973-74	70,365	59,149	1,29,514	-	-
	Total :	46,37,974	52,56,581	98,94,555	43,747	1,07,63,000

MKJ/18.11.

THE POONA SEVA SADAN SOCIETY

POONA CITY
[Established in 1909]

ANNUAL REPORT, 1973-74

It is great pleasure for me to submit this short report on the working of the Poona Seva Sadan Society for the year 1973-74.

The Society was founded in the year 1909 by the late Shrimati Ramabaisaheb Ranade (wife of the late Justice M. G. Ranade), the late Shri G. K. alias Babasaheb Devadhar and other social workers of those days with the main object of educating women in regular institutions, started to impart instruction of religious, literary, scientific, medical and industrial character and teaching them the principles of First-Aid, Hygiene, Sanitation and Domestic Economy. In addition, the founders had a view to train women as social workers in different fields to help the society at large. The Society has, so far, rendered its continuous service of over 63 years to the Nation in ameliorating the condition of Indian women, laying particular emphasis on achieving the welfare of widows and deserted women, so as to make them self-reliant and to enable them to lead a life of respectable citizens.

Starting with a first batch of 5 women, the Society grew with the years. It has not remained merely an educational institution, but has developed into a big organisation, rendering all possible help and social service to the general public in times of calamities and running various activities of public utility. To attain its present position, the Society had to overcome a number of difficulties.

A very large number of girls and women have, so far, taken advantage of this Institution. In addition to this, it has proved to be a source of inspiration to several individuals and women's organisations who have started similar work in different parts of the country.

I am glad to report that there has been continuous progress in the working of the Society and that it is contemplating to expand its activities still further, for which greater help from the public is needed.

Board of Life-Members

I am glad to mention that all the Life-Members have carried out their responsibilities with utmost devotion to the cause of the Society. Full co-operation in the discharge of my duties was also received from them.

The Board held in all 6 meetings during the year.

Heads of the Departments

It is gratifying to note that the Heads of our various Departments have kept no stone unturned to maintain efficiency and discipline in their respective Departments.

9.2 (Poona City-Established in 1909) Annual Report, 1973-74, of the Poona Seva Sadan Society, (1974) 20 p.

Activities

(At the Head Quarters)

The scope of the work of this Society is not restricted to purely educational activities, but is much wider to cover social, industrial, cultural activities and the like, a detailed account of which cannot be given here for want of space. I mention below only some of the important activities.

Educational Activities

(1) Shrimati Ramabai Ranade Adult Women's Primary School

This school is maintained mainly for adult women above the age of 14. Both married and unmarried women as well as deserted wives and widows take advantage of this school. It is a School imparting education in all subjects upto standard IV within a period of two years. At the end of the course, the students join the Part Time Secondary School for Adult Women.

No fees are charged in this Primary School and as a result of this the Society had to bear a deficit of Rs. 4,892-13 in the year 1973-74.

Executive Committee

The Executive Committee in all held 5 meetings. As usual the Committee discussed and passed the budget of the various Departments of the Society with some suggestions.

Staff

The following table shows the number of members of the staff in the different Departments of the Society.

Departments	No. of members on the staff			
	Teaching		Non Teaching	
	Trained	Untrained	Clerks	Peons and Servants
Ramabai Ranade Adult Women's Pry. School ...	1	—	—	—
Work Room Classes ...	1	—	—	1
Part Time High School ...	6	—	1	1
Bai Motlibai Wadia Junior College of Edu....	12	—	1	5
Practising School ...	8	1	1	1
High School ...	32	—	4*	6
Hostels ...	3	—	6	9
Home for the Homeless ...	1	—	—	—
Canteen ...	—	—	3	9
Total ...	64	1	16	32

* Includes one Librarian.

In addition to the above, there were 5 members on the Society's staff including a clerk and a peon and about 70 poor and needy women were doing work in the Canteen throughout the year.

The Society has been very particular in seeing that mostly trained women were appointed on the teaching side. Of the 60 teachers, there were only 9 men teachers of whom 2 were part-timers.

(2) Work Room Classes

In these classes admission is given to those adult women who have passed Standard VII. The Institution follows "Tailoring Course in Women's and Children's Garments' prescribed by the Department of Technical Education This is one year's course and after its completion the students appear for the Certificate Examination of the Board of Technical Examinations. These classes are recognised by the Technical Department of the Government of Maharashtra.

Personal attention is given to every individual student who is also given full scope for practical work. The result of the Certificate Examination was 87 per cent.

The students took active part in all the social functions and cultural activities of the Society and they had a trip to Shahad.

(3) Part Time Secondary School for Adult Women

This school was started in June 1971. The school is specially meant for Adult Women who start their education at a later stage in their life. It is a four years' course.

V and VI — One year
VII and VIII — Second year
IX and X — Third year
XI — Fourth Year

Admission is given to a woman who has passed her IV Std. examination. The age limit is from 16 to 35 years.

This school is recognised by the Government and all the rules which are applicable to the high school are applicable to it. In March 1974 the first batch of the Part Time Secondary School for Adult Women appeared for the S. S. C. Examination.

After passing S. S. C. Examination they will be able to take some professional education and can pursue some suitable career as a primary teacher, a secondary teacher, a sewing mistress, nurse, etc. and thus they become self reliant in future life.

(4) Bai Motlibai Wadia Junior College of Education for Women

This College was founded with the object of providing trained women teachers to Primary Schools in rural areas. The new D. Ed. Course has been introduced from June 1968. This course covers a period of two years and the admission is restricted to those who have passed the S. S. C. Examination with English' Mathematics and Science. The final Examination is conducted by the Education Deparment and the successful candidates are awarded Certificates by Government.

There were four divisions with 172 trainees towards the end of the year under report. Each class had two divisions.

The result of the Second year D. Ed. examination was very satisfactory as it was 95·7 per cent.

The trainees participated in various Inter Collegiate competitions such as demonstration lessons, story telling and poem recitation. Some of the trainees won prizes.

As per instructions from the Education Department correspondence course was organised by the Junior College of Education for such teachers who had passed their S. T. C. or C. P. Ed or T. D. or P. T. C. and who needed to get the qualification of 'D. Ed'.

50 ladies were enrolled for this special course. Special coaching was given to them on Sundays and on other holidays. 47 ladies successfully completed the course. The percentage of the result was 62.

The workshop for preparation of audio-visual aids was undertaken by this college. Prin. Bokil of Audio-Visual education guided the workshop.

(5) Practising School

This is a full-fledged Primary School attached to our Junior College of Education. The school teaches full Primary Course from standard I to std. IV.

The number of classes was 8 and the total number of children towards the end of the year was 339. This included 36 boys and 18 Harijan girls. The school was used by the trainees of our Junior College of Education for giving lessons along with other Primary Schools of the Poona Municipal School Board.

Visits to a number of interesting places near about Poona were, as usual arranged. For this purpose small children were taken to the nearest places.

The children in this school get good facilities for intellectual experiments which are tried here every year.

(6) High School

The course leads to the S. S. C. Examination of the Poona Divisional Board for Secondary Education.

The number of classes were 21 and the number of girls taking education in the School was 1170. The shift system had also to be continued owing to the shortage of accomodation and heavy rush for admission to the school.

This year 123 students were sent up for the S. S. C. Examination, and 91 were successful. The percentage of the result was 73.4.

In addition to the S. S. C. Examination, students were encouraged and were trained for Drawing Examinations conducted by Government and Hindi, English, Mathematics and Sanskrit Examinations, conducted by other bodies. It is worth mentioning that our teachers were keen in preparing the students for these examinations. The results of these examinations were commendable.

Trips were arranged to Morgaon, Jejuri, Theur, Saswad, Pali, Mahad, Lonavala. The girls who participated in these trips enjoyed them well.

The girls secured First Number in "Interschool Natya-Vachan" competition organized by Sunday-Sakal. The name of drama was Deep-dan.

The Inspectress of Girls' Schools, Poona Region, Poona paid a visit to the School and highly appreciated the day-to-day work and the project undertaken by the School.

(7) Hostels

Hostels were started by the Society in its early stage. In them, a large number of widows, grown-up unmarried girls, married women abandoned by their husbands and many more poor and needy women could get shelter. They got education in the Society's schools and thereby they could stand on their own legs, support their families and get some status in the society.

These hostels are all along being run without any distinction of caste, creed or religion. Women from any part of the country are given admission.

In the year under report, there were two such hostels run by the Society : (1) One for the students of the Junior College of Education and (2) the other for the students attending other Departments and outsiders.

(1) Hostel attached to the Junior College of Education : This Hostel is specially run for the benefit of pupil-teachers under training in the Society's Junior College of Education. It is located in a newly constructed building and provides all sorts of amenities to the students. There were, in all, 75 inmates in this hostel, which was, as usual, managed by the trainees themselves as an experiment in community life.

(2) Hostel for others : There was, as usual, heavy rush for admission here, but we had to restrict the number to 170 only for want of accommodation. The inmates were accommodated in the newly constructed building. The hostel was taken advantage of by —

(a) 95 girls and women attending various institutions of the Society.

(b) 66 girls attending colleges, educational institutions outside the Society's premises; working women; and women coming to Poona for a short halt.

(c) 9 orphan children committed by the court to our charge.

Out of 66 girls attending the various institutions of the Society, 32 girls and women were fully supported by the Society and 34 belonged to the Backward Classes including the Scheduled Classes. This unit is recognised as a Backward Class Hostel by the Social Welfare Department.

The hostel has a common kitchen and all the inmates take part in its internal work. No distinction is made in the food arrangement.

The hostel is in the charge of one of our Junior Life-Members and all possible amenities, such as sick-room arrangements reading room, indoor-outdoor games, etc. have been provided for the inmates. Although they come from different communities and different parts of the country, they all appear to be cheerful, in the healthy atmosphere of the hostel.

As usual important festivals were celebrated and trips were also arranged to near about places of interest.

Other Activities

The Society is known all over the country for its social work. It always runs to the rescue of sufferers and serves them, when they need such help in coin or in kind. I am proud to point out that the same spirit is being continued.

(8) Home for the Homeless

The number of inmates in this Home was 9 and all of them lived along with others. They were given the same facilities as the other inmates. The Society gets maintenance grant from the Director of Social Welfare (Correctional Administration) on account of those children only, who are committed to the care of the Society by the Juvenile Court. The Society has, however, to support the other orphans from its own source.

(9) Mahila Vijaya Press

This Press continued to do the printing work of the Society as well as to execute some orders from outside. Because of this Press, we could get our printing work done very promptly.

(10) Seva Sadan Stores

Articles like Halwa and Ornaments made of Halwa, Papad Pickles, Sheva, Chivada, Sweetmeats, Masala and other articles are carefully prepared and supplied to the public as per orders.

The main object in this is to prepare fresh and clean articles free from any adulteration and supply them at very reasonable rates. Fresh chapati is also supplied to the customers who need it, and it has been noticed that there is an increasing demand for it.

The Store gave most satisfactory service to our customers in these hard days.

It may be specially mentioned here that the Store has not only satisfied the customers in the supply of fresh and clean things, but also has given work to those women who wanted to earn during their free hours and help their families.

(11) Canteen

This Department also provides work for poor and needy women. The speciality of the canteen is to serve fresh and clean articles at reasonable rates. In addition to the main canteen at the Head-Quarters, two branches were conducted at (1) The N. M. V. High School, Budhwar Peth, Poona 2, (2) The Engineering College Hostel, Shivajinagar, Poona 5. There was a great rush of customers in them which fact clearly showed that they became very popular.

Stalls of Mango-syrup were also conducted at (1) Sambhaji Park (2) Kamala Nehru Park and (3) Peshave Park in summer as usual and there was a good demand from the public for the same.

Outside orders for small luncheon parties were accepted by the Canteen and it is a pleasure to mention that our workers gave good service in such cases also.

(12) Seva Sadan Vritta

Periodical reports of the various activities of the different Departments of the Society were printed in the Society's Press and published for the information of our students, members of the Council and others.

Medical Examination

Arrangements were made for the regular Medical Examination of students and the defects noticed were brought to the notice of their parents and guardians.

Functions

The various departments of the Society, as usual, celebrated the following functions of National Importance during the year under report :—

(1) **Independence Day** : This important day was celebrated on the 15th August 1973 by all the Departments of the Society.

(2) **Mahatma Gandhi Jayanti and 64th Anniversary of the Society** : This function was celebrated on the 2nd October 1973 when Shri Vithalrao Satav, B. A., LL. B., President, Zilla Parishad, Poona, was the Chief Guest.

(3) **Babasaheb Devadhar Day** : The Thirty-Eighth Death Anniversary of the late Shri G. K. alias Babasaheb Devadhar was celebrated on the 17th November 1973, by reciting Mantra-Jagar.

(4) **Republic Day** : A programme of Flag hoistation was arranged early in the morning on the 26th January 1974 by all the Departments of the Society.

(5) **Tilgul Samarambha** : The function was arranged on the 11th February 1974. Mrs. Shobhanatai Ranade presided over the function.

(6) **Annual Prize Distribution** : This function was arranged on 17th February 1974 for giving away prizes of the Society. Shri S. B. Kulkarni, M. A., I. A. S., Commissioner, Poona, presided over the function and prizes were distributed at the hands of Mrs. Shantabai Kulkarni.

(7) **Late Sou. Indirabai Deodhar Margadarshan Kendra** was inaugurated on 7 July 1973 under the Presidentship of Sou. Pratibhabai Patil, Minister, Social Welfare Maharashtra Rajya.

Visitors

A large number of distinguished persons, Social Workers, Educationists and well-wishers of the Society, paid visits to the various Departments of the Society and expressed their satisfaction about its work.

Finances

The Balance Sheet as on 31st March 1974 and other statements of accounts for the year 1973-74 duly audited by our Auditor, Shri M. K. Patankar, Chartered Accountant, are appended to this Report. It will be noticed from these statements that, as usual, the Society did not have heavy deficit. It is a fact that the Society had to incur expenditure on the education and maintenance of a large number of poor and needy women and there was also increase in the pay and dearness allowance to the staff. This deficit could however, be met to a certain extent by the Diwali Fund collections, proceeds from the Canteen, donations and contributions so generously received from the philanthropic public and our sympathisers. The donations were received for different purposes and their lists are given in Appendix I to III.

1- Rs 31,000 deficit

Bereavement

The Society suffered an irrepairable loss in the sad demise of our former Cashier Shrimati Indirabai Wange on 9th August 1973. She rendered sincere service to the Society in various capacities such as an assistant teacher, cashier, etc.

May God give eternal peace to her soul.

BRANCHES

Sholapur

Sow. Kumudinibai Doshi, is the President of the Local Committee, Dr. K.S Mardikar, M.A., Ph.D., M.Ed., is the Chairman of the School Committee and Shri V. U. Tadwalkar, B.A., B.T., D.P.Ed., one of the Life-Members of the Society, is the Secretary of the Sholapur Branch.

The Sholapur Branch is serving a real need of one of the biggest Industrial Centres in this State in respect of girls' education and social and cultural activities for local women. It has maintained the following six educational institutions —

(1) Surjabai Ramlal Girls' High School.
(2) Primary School.
(3) Sewing Class for Adults.
(4) Late Sou. Gajarabai G. Doshi Kanya Vasatigriha.
(5) Kindergarten Class.
(6) Sou. Ramabai Vastu Bhandar.

The total number of students towards the end of the year was 1959. The students took active part in the various inter school competitions and maintained high traditions.

This year the Branch is celebrating the Golden Jubilee since 2nd October 1973.

Sou. Yamutai Kirloskar was the chief guests on 2nd October 1073. The foundation stone of Sou. Kumudinibai Govindaji Doshi Sanskritik Kala Mandir was laid down at the hands of the Chief Guest. The construction of the said Kala Mandir has been completed in the month of June 1971. Cultural Programmes were staged on 28th, 29th and 30th January 1974.

The Dolls' Exhibition on the life of Mahatmaji was arranged during the month of November 1973. Mrs. Sushilaben Patel helped us a lot for exhibition.

The work of all the departments was satisfactory. It is gratifying to note that all the members on the staff of the various deparments gave full co-operation in fulfilling the objects of the Soceity.

Shri Charansing Azad, Additional D. S. P., Sholapur, was the Chief Guest of the Annual Prize Distributon Ceremony of Seva Sadan High School, Sholapur. Mrs. Azad distribued the prizes.

All the members of the Executive Committee graced the ccassion by their presence.

Nagpur

Dr. S. Gayaprasad, M. B. B. S., is the President of the Nagpur Branch. There is a Governing Body which consists of influential local members and the following two members of the Society.

(1) Sou. Indumati Bhadbhade and
(2) Kumari Kamal Bahulekar,

Shri A. R. Gokhale, Retired Life-Member of the Society worked as the Secretary of the Branch.

The Branch conducts the following Departments —

(1) Basic Training College.
(2) Pre-Primary Teachers' Training College.
(3) Hostel.
(4) High School.
(5) Primary School.
(6) Pre-Primary School.

The accounts of the Branch have not been included here as it is financially independent.

New Building Plan at Poona

The Society undertook a great project of construction work since 1966. The hostel building of the Society was an old one and could not accomodate all the needy women and girls, who seek admission for want of space and so the Society decided to pull down the old building and to construct four wings for the hostel buildings. Out of the four wings three storied wing of the hostel on the south side was completed in 1973-74.

The remaining and the last stage is proposed to be completed shortly.

It needs special mention that the Society was able to carry out the scheme successfully because of the loan facility received from the Bank of Maharashtra, and the financial help received from the public. The whole plan of the construction will cost about Rs. 25 lakhs. After the completion of the whole plan the Society will have the most modern set of buildings suitable for its various activities.

It is my duty to express my gratitude for Dr. V. R. Dhamdhere, Chairman of the Building Committee and its members. The Society will always remember their valuable help in the implementation of the plan of the construction of the new buildings.

THANKS

The Society is thankful to the Trustees of the following Trusts for their donations :—

(1) The late Shri G. M. Natu Trust, Poona.
(2) The late Justice M. G. Ranade Charity Trust, Poona.
(3) The late Smt. Gangabai Javalekar Trust, Satara.

I express my gratitude to all the sympathisers who have so generously donated to the Society.

Past students, all the members on the Society's staff including servants, all the pupils of the various departments of the Society and their guardians deserve sincere thanks for their help in collecting Diwali Fund and other donations. I also extend my sincere thanks to the Heads of all the departments for help and co-operation rendered by them in all possible ways for the smooth working.

Thanks are also due to Dr. V. R. Dhamdhere, M. B. B. S., Shri. S. G. Yadav, B. Sc., B. E. (Civil), A. M. I. E., Shri V. S. Mahajani B. A. (Contab), I. A. S. (Retd.) and Shri G. L. Khandekar, Hon. Architect for their valuable help in the implementation of the plan of the construction of new building. Shri R. B. Phadake, M. A. LL. B. Advocate, and Shri S. G. Phadke, B. A. (Hons.), LL. M., Advocate, for legal advice and Dr. J. M. Gole, M. B. B. S., for Medical Advice

I sincerely thank Dr. B. V. Muley, M. S.. (Bom.), and Mrs. Kumudinibai Doshi, of our Sholapur Branchand Dr. S. Gayaprasad. M. B. B. S., President of our Nagpur Branch and the Members, including the Office Bearers of the respective Branches for, their active help and interest in the management of the Branches.

It is the first and foremost duty of the Society to express its most sincere thanks to Shrimant Sou. Laxmidevi Naik Nimbalkar, Ranisaheb of Phaltan, the President, Dr. Dhamdhere and Sau. Yamutai Kirloskar, Vice Presidens of the Society, for their keen interest in the various activities of the Society. The Society is also thankful to the Members of the Council, the Executive Committee, the Legal and Endowment Sub-Committee, the Educational Sub-Committee, the Schools-Committee and the Building Sub-Committee, for their hearty co-operation.

Poona City. }
1st February 1975. }

Indumati Bhadbhade,
General Secretary.

KERALA GRANTHASALA SANGHAM

P. N. Panicker
General Secretary

A Brief Outline of its Work

Trivandrum
14 - 11 - '74.

The Kerala Granthasala Sangham was established in 1945 with 47 rural libraries affiliated to it. This organisation has now grown into a very big cultural, social and educational movement in the State with a network of about 4100 associated libraries. Of these more than 2000 libraries have their own buildings, the cost of which might come to more than Rs. 3 crores. The libraries have about 10 lakhs of members and possess about 80 lakhs of books. The book distribution exceeds 2 crores per year. Nearly 3000 libraries have children's sections, women's sections, arts and sports wings, debating societies, radio clubs, young farmers forums or some such cultural activity along with the normal function of storing and distributing books. There are thousands of dedicated social workers, working as volunteers behind the Sangham on whose strength the success of the Sangham depends. During 1970 the Sangham celebrated its Silver jubilee. The management of this Registered Organisation is vested in a 41 member Executive elected by its constituents. One of the objectives of the Sangham is providing education to adults.

In 1970, the Sangham turned its attention to the field of eradication of illiteracy, though attempts at educating adults were being made even before. One of the primary aims of the Sangham from its very inception had been spreading literacy among the rural folk and it had been engaged in such literacy activities for the past 28 years even though in a modest scale. As per 1970 census 39 84% of the total population of 2.12 crores in the State was found illiterate. Even after subtracting the younger age-group, the adult illiterates come to about 40 lakhs. The Sangham conducted surveys and located key points where illiteracy is cent percent or about 80 to 90 %.

The Sangham submitted a proposal to start 7000 literacy centres in Kerala with the libraries as the key centres. The Government of India sanctioned a Pilot project in 1971 to start 20 literacy classes. The Pilot Project was taken up in right earnest, as will be shown by the data given below:-

1. No. of centres completed: 60
   No. enrolled: 2400 including 560 women
   No. made literate: 1925 including 475 women
2. New centres sanctioned 20
   (Started in June 1974)
   Number enrolled 800

The first project was for 6 months providing 150 hours of instruction. The second project was extended to 1 year providing 300 hours. This is the accepted pattern now. Besides the Pilot Project centres, there are over 200 literacy centres run by library workers who responded to the call of the Sangham and are working without any financial aid. They also use the primers and other books prepared by the Granthasala Sangham.

9.3 Kerala Granthasala Sangham, A Brief Outline of Its Work," Trivandrum, 1974, 2 p.

The emphasis has all along been in Functional Literacy. We are not teaching learners the alphabets straightaway but through imparting scientific knowledge about their chosen vocation, mainly agriculture, fishing and home management. Their interest is first aroused and then the alphabet is gradually introduced. We have included social studies health education, poultry, dairying, bee keeping, home economics, co-operation etc. in our curriculum besides literacy and numeracy. We have prepared 4 primers—the 3 rd one exclusively for women and the fourth one specially meant for labourers with a vocabulary of 1500 words. Further, 7 subject books have also been prepared The members of the Expert Committee for the implementation of the project have prepared these books.

We conducted three workshops for the production of books for Neo-Literates in Malayalam and finalised 75 scripts. So far 17 of these have been printed and 20 more are in the Press.

For follow-up work ensuring that the neo-literates do not relapse into illiteracy, we were publishing a fortnightly 'Saksharakeralam" from 1972 which was sent free of cost to the neo-literates. In September 1973 this was converted into a weekly. All the neo-literates are receiving copies of this by post regularly. They are making good use of the same.

During September-October 1973 we celebrated a Literacy month during which 1000 literacy meetings were organised and a month-long exhibition was put on in the State capital. Essay and Elocution competitions were conducted and a State level literacy convention was successfully organised. This convention resulted in the formation of the Kerala State Literacy Council which has since been registered.

The evaluation work in the literacy centres has been entrusted to a team of experts consisting of officers of the Department of Education, Kerala University and the NCERT field Advisor in Kerala. Extensive reports on the success of these programmes have appeared in the "Indian Journal of Adult Education", "Prasar", "Literacy News", "Educational India", "Kerala Journal of Education" "Yojana" etc.

We are also having a mobile library service using bell bicycle in selected areas on an experimental basis.

Our motto is 'Selfless Dedicated Work'. Our literacy work is not mere teaching of reading and writing. We are trying to instill in our learners loyalty towards democracy and an awareness of the rights and duties of citizens. Riots and quarrels are fading out in the areas where we could concentrate The literacy programme among women has been found more fruitful than among men, though these too have proved effective and very useful. We have submitted to the Union Government a detailed five year scheme for making 10 lakhs of our people literate before 1980. Our libraries cater to the reading interests of the neo-literates, besides providing opportunities for lifelong education. Really our libraries are Community Centres which will in a decade or so emerge as Rural University Centres, providing non-formal and non-institutional instruction to our people, and thus paving the way for a real cultural revolution in our country.

PUBLICATIONS OF THE KERALA GRANTHASALA SANGHAM

Granthalokam

A literary monthly magazine of the first order intended to introduce librarians and general readers to Malayalam and world literature. Published without break during the last 25 years:

Price. Single copy - Re. 1 . 00
Annual subscription - Rs. 12 . 00

Saksharakeralam

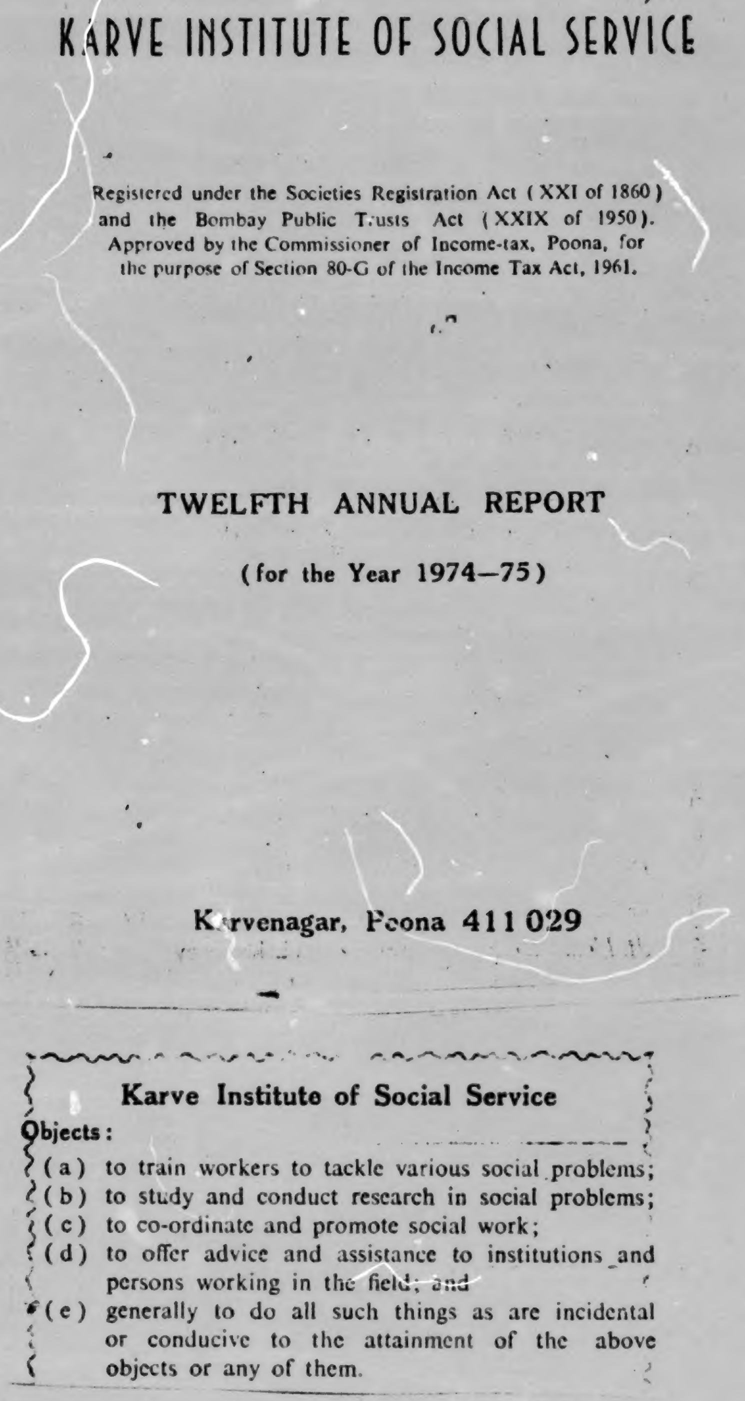
. A weekly Published to give proper guidance to neo-literates; deals with topics they ought to know.

Single copy - 0 . 10
Annual subscription - 5 . 00

Navasakshara Granthavali

A series that, when completed, will contain one thousand books for the neo-literates. Each book, written in simple language and brought forth elegantly, deals with a specific branch of knowledge. This series embracing all topics and disciplines is intended to serve as a rural encyclopaedia for the neo-literates and the common readers. Fifteen books have been released already.

1. Pachakasadas (on the art of cooking)
2. Saksharathaganangal (songs for the neo-literates)
3. Saksharathayepatti Gandhiji (Gandhiji on literacy)
4. Neythukaran (the Weaver)
5. Cochi Nagaram (The city of Cochin)
6. Thiruvananthapuram (Trivandrum)
7. Gramam Munnottu (on the development of villages)
8. Polisukaran (The Police Constable)
9. Yesuchristu (Jesus Christ)
10. Navasaksharakku Ayiram Pusthakangal (one thousand books for the neo-literates)
11. Muhammad Nabi (Mohamad Nabi)
12. Post Office (how the post office functions)
13. Leninum Saksharathayum (Lenin and the problem of literacy)
14. Subhasinte Katha (The story of Subhash Chandra Bose)
15. Gramathile Vayanasala (The rural library)



KARVE INSTITUTE OF SOCIAL SERVICE

Registered under the Societies Registration Act (XXI of 1860)
and the Bombay Public Trusts Act (XXIX of 1950).
Approved by the Commissioner of Income-tax, Poona, for
the purpose of Section 80-G of the Income Tax Act, 1961.

TWELFTH ANNUAL REPORT

(for the Year 1974–75)

Karvenagar, Poona 411 029

Karve Institute of Social Service

Objects :

(a) to train workers to tackle various social problems;
(b) to study and conduct research in social problems;
(c) to co-ordinate and promote social work;
(d) to offer advice and assistance to institutions and persons working in the field; and
(e) generally to do all such things as are incidental or conducive to the attainment of the above objects or any of them.

9.4 Eleventh Annual Report, 1974-75, of the Karve Institute for Social Service, Karvenagar, Poona, p. 1-11 passim p.

Membership :

(a) *Benefactors:* Persons donating to the Institute a sum of Rs. 25,000 or more shall be Benefactors of the Institute.

(b) *Patrons :* Persons donating a sum of Rs. 10,000 or more shall be Patrons of the Institute.

(c) *Donors :* Persons donating a sum of Rs. 1,000 or more shall be Donors of the Institute.

(d) *Members :* Persons donating a sum of Rs. 250 or more shall be Members of the Institute.

Public charitable bodies, trusts, commercial or industrial concerns etc. can become members of (a) and (b) categories only, for a period of twenty years.

The amount specified in categories (a) and (b) above may be paid in a lump-sum or in not more than five equal annual instalments. The name of a person shall be registered in the appropriate category only after the specified amount is received in full.

The category of membership can be raised by paying the difference in the specified amounts.

Donations will be thankfully accepted from persons who do not wish to join the Institute under any of the above categories. Small contributions are also welcome.

Preident

Dr. Smt. Premlila V. Thackersey

Vice-Presidents

Shri. S. K. Patil
Shri. M. D. Chaudhary
Shri. S. P. Godrej
Shri. N. M. Pittie

Trustees

Shri. S. L. Kirloskar
Shri C. V. Joag
Shri. V. S. Vaidya

Managing Committee

Chairman
*Shri V. A. Naik

Vice Chairman
*Shri. S. A. Ghatge

Members

Smt. Kusumbai Motichand
*Smt. Yamutai Kirloskar
Smt. Vinodini Kirloskar
*Dr. R. G. Kakade
Prof. Sita Shahani
Shri. M. S. Naik

*Shri. C. N. Bhalerao
Shri. S. T. Parmar
Shri G. N. Harshe
Dr. Sarojini Babar
*Smt. Leela Deshmukh
Shri. S. V. Vaidya

Director
*Smt. Tara Shastree

Secretary
*Shri. B. D. Karve

(*Members of Executive Committee)

Staff

Director : Smt. Tara Shastree, M. A., B. T., M. S. W. (Ohio)
Lecturers : Shri. S. S. Naik, M. A., M. S. W. (Baroda)
*Shri. S. W. Gokhale, M. A., S. W. (Delhi)
Smt. Sunanda Koushik, M. A., Dip. S. S. A. (Tata)
Smt. Sumitra Bhave, M. A., Dip. S. S. A. (Tata)
Honorary Visiting Lecturers for Speical Subjects.

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*Resigned on 19th July 1975 for taking job in Australia.

Karve Institute of Social Service

Twelfth Annual Report

(For the Year 1974-75)

Introduction

This eleventh year of the actual functioning of the Institute has been eventful and progressive. It has established itself very well and we can look forward with satisfaction to its rapid progress during the next few years.

During the last eleven years more than 325 students have been trained at the Institute and they are giving good account in various fields as salaried or voluntary social workers. Out of these the Government of Maharashtra had deputed 91 officers who were serving in the Social Welfare Department and the Government of India had sent for training three officers from Fiji under the Technical and Economic Co-operation Programme. Thus the Institute has amply justified its purposeful existence.

Training Programme

The formal inauguration of the courses took place on 29th July 1974. The Master of Social Work Course newly framed by the University of Poona was initiated by the Institute and as the formal recognition for conducting the course was somewhat delayed, opening of the Institute was put off till 12th August 1974. The number of students for the different courses was as follows :—

	1972-73	1973-74	1974-75
Master of Social Work-I Year	—	—	40
Diploma in Social Work	33	37	37
Certificate in Social Service	8	4	5

The Diploma Course is still having some students but the Certificate Course is attracting very few as there are hardly any openings for them. We are however persisting in the hope that in time to come, there will be employment potential for the trained personnel at lower level also.

Staff

As mentioned in the last report, Smt. Tara Shashtree was confirmed as the Director from 1st July 1974. There have been no changes in the staff except the addition of a temporary lecturer, Smt. Mohinder Singh and two temporary field work supervisors, Kum. Vijaya Bhide (who resigned in January 1975), and Smt. Neela Gharpure. Besides the normal teaching work, our staff members, who are all well qualified and experienced social work educators, have taken active interest in the development of many social work agencies by working as members of their managing committees and by offering technical guidance wherever necessary. They also serve on various advisory committees on social welfare problems as also conduct research projects on their own or co-operate with other agencies. They have been participating in conferences and seminars and have given lectures and talks and contributed articles on topics of social welfare.

University Recognition

Recognition as a post-graduate constituent institution for the Diploma in Social Work till the end of June 1976 has been given by the University of Poona. An application for permanent recognition is sent. The two year Post-graduate course leading to the degree of Master of Social Work was instituted by the University in 1974 and the Institute was recognised for running this course from August 1974. Consequently the second year class of M. S. W. was started in August 1975.

Research Projects and Workshops

The following studies and surveys were in progress or completed during the year :—

(i) The Report on 'The Case Study of Unmarried Mothers', was completed by Smt. Shastree. On that account, Rs. 24,364 were received from the Indian Council of Social Science Research, New Delhi.

(ii) Study of Women Prisoners and their families in the State of Maharashtra has been completed by Smt. Shastree, assisted by Smt. Singh. Rs. 17,037 have been received from The Central Bureau of Correctional Services, New Delhi on that account.

(iii) Socio-Economic Study of the Workers' Families of the Raja Bahadur Motilal Poona Mills has been completed by Shri. S. S. Naik and Rs. 2,500 have been received, on that account.

(iv) Study of Socio-economic and living conditions of 200 employees of TELCO, Poona, was completed by Smt. Sunanda Koushik, for which Rs. 4,500 were received.

(v) Study of Socio-economic Survey of families of TELCO workers residing in Pimpri, Chinchwad, Bhosari areas is in progress. The report is to be submitted by Smt. Shastree for which Rs. 12,250 have been received.

(vi) A study of the specific educational and learning difficulties of children with special reference to their family background is nearing completion by Smt. Koushik for which Rs. 600 have been received from the University of Poona.

A one day workshop on 'The role of Social Work and Social Worker in the Changing Indian Society', was organised at the Institute on 9th June 1974. Another three-day workshop on Field Counselling Project for 8 workers of the Convent of Maria Asunta was also conducted at the Institute by the staff.

Other Activities

The Community Centre at Chikhalwadi (Khadki-Pune) slum area, continues to carry on its useful work in many fields under the able management of one of our past students assisted by another student.

The Child Welfare Centre started at the Institute with the financial assistance from the Inner Wheel Club of Poona two years ago is extending its activity to family welfare with the following activities :—

Balwadi Play Centre, Tailoring Class. Children's Library and Health Centre. Equipment for the Balwadi was received from the then Mayor of Poona, Shri. Bhai Vaidya.

Shri. S. W. Gokhale helped as an Honorary Secretary of the Co-ordinating Council of Social Service Agencies which strengthened its activities by monthly meetings of its Executive Committee at different member institutions. A one day conference of social workers in Poona was organised with the co-operation of the Mayor of Poona, at which the scheme of 'Community Chest' was discussed.

Foundation Day

The Foundation Day was celebrated on 19th January 1975. Shri. Mohan Dharia, the then State Minister for Works & Housing presided on the occasion. He said that social revolution was much more difficult to achieve than economic revolution. Social justice can be brought about only by social scientists. The so called social workers living in star hotels cannot appreciate the privations of the poor living in slums where there are no roads, water, light or sanitary arrangements. Shri Dharia praised the Institute for its work for the advancement of learning for the improvement of society.

Shri. G. N. Harse was felicitated on this occasion and the amount of the collection made by the students of the Institute on his retirement was presented to him. He donated this amount for instituting a studentship in the name of the late

Miss M. K. Davis, to be awarded annually to a student of the M. S. W. Class. As suggested by him an appeal has been issued to friends and admirers of Miss Davis to augment the amount so that some substantial help could be given to a really needy student. The Institute is thankful to Shri. Harshe for his generosity.

A portrait in oil of Maharshi Karve painted by Shri V. V. Oak of Bombay, was presented by him to the Institute on this occasion. Although an advocate by profession, he is a well-known artist and has donated a number of portraits of illustrious persons to many institutions. The Institute is grateful to him for the gift.

Decennial Year

A programme was chalked out and efforts were made for the Celebration of the Decennial Year 1973-74 as mentioned in the previous report. Owing to various difficulties and the disturbed political and economic situation in the country the proposed plans could not be carried out. Consequently the concluding function of the Celebration had also to be abandoned. However, the papers read at the workshop mentioned above and the discussion on them offered a basis for a portion of the volume on 'Social work — Yesterday, To-day and Tomorrow'. The book in Marathi is now ready for going to the press and will be published during the course of the following year.

Trustees

Since last year the trustees have been taking very keen interest in the working of the Institute. A meeting of the Trustees is held at least twice a year. The budget and financial position is placed before them. They are invited to attend the meetings of the Managing Committee and although they have not attended so far the minutes of the meetings have been sent to them so that they can closely watch the working of the Institute.

General Meeting

The eleventh Ordinary Meeting of the General Body was held on 5th October 1974. The President, Vice-President, Office Bearers and Members of the Managing Committee were mostly re-elected except for the following changes. Shri. N. M. Pittie was elected as a Vice-President in place of Lady Hirabai C. Jahangir who declined to be re-elected for health reasons. Shri. G. N. Harshe, who resigned as the Secretary was elected as a member of the Managing Committee in place of Smt. Indirabai Idgunji who resigned in his favour. Similarly Shri. N. G. Shahane who had left Poona, gave place to Shri. S. T. Parmar.

Grants.

The grants and donations received during the year were :—

Maharashtra State annual grant	Rs.	49,995
for Chikhalwadi Centre	Rs.	2,000
for Child Welfare Centre	Rs.	1,000
Government of India annual grant	Rs.	20,000

The following amounts were received for scholarships :—

Government of India for 3 B. C. students	Rs.	2,600
Pune Zilla Parishad for 27 students (13,820)		
E. B. C. for 13 students	Rs.	11,100
Freedom Fighter Children 2 students	Rs.	1,880
Primary Teacher's children 2 students	Rs.	840

Donations

The following substantial donations have been received during the year :—

§Smt. Sumatibai Vasant Kirtane. §Shri. Satishchandra Ganesh Apte and §Shri. Sharadchandra Ganesh Apte (for the late Mrs. Anasuyabai Ganesh Apte studentship)	Rs.	15,000
•Durga Prasad Foundation, Bombay	Rs.	5,000
Pirojsha Godrej Foundation, Bombay	Rs.	5,000
Rai Bahadur Bissessurlal Motilal Halwasia Trust, Calcutta	Rs.	2,500
Sir Vitthaldas Thackersey Charitable Trust, Bombay	Rs.	2,500
Voltas Ltd., Bombay	Rs.	2,500
§Shri. A. B. Gokhale, Delhi. (for B. K. Gokhale prize)	Rs.	1,100
§Smt. Kamalabai Wandrekar, Poona	Rs.	1,001
Abhyankar-Dhamankar Charitable Trust, Bombay	Rs.	1,000
Maharashtra Gandhi Smarak Nidhi, Poona	Rs.	1,000

• Enrolled as Patron. § Enrolled as Donor.

A conditional donation of Rs. 10,000 is received from Dr. Kum. Sunandabai Paranjpe on condition that interest on the amount is paid to her during her life time.

The Institute is greatly indebted to all the above contributors and also to those whose names appear at the end.

Visitors

Many distinguished persons from all over India and abroad have visited the Institute during the year. Only a few prominent names can be mentioned here :

Shri. M. S. Palnitkar, Secretary to Government of Maharashtra; Shri. B. N. Makhija, Director of Social Welfare, M. S.; Shri. S. V. Joshirao, Chief Inspector of Certified Schools; Dr. S. D. Punekar, Tata Institute of Social Service; Shri and Smt. V. M. Bhide, Chairman of Bank of Maharashtra; Shri. Bhai Vaidya, Mayor of Poona; Shri. P. Subrahmanyam, Collector of Poona; Dr. M. C. Modi; Rajasaheb Joginder Sen of Mandi; Shri. R. G. Rajwade, Bombay; Shri. and Smt. C. N. Vaishnav, Commissioner of Income-Tax, Poona; Shri and Smt. D. G. Pradhan, Commmissioner of Income-Tax, Poona. Dr. Sugata Dasgupta, Director, Gandhian Institute of Studies, Varanasi; Shri. R. H. Belwadi, Deputy Director of Social Welfare (Training), Poona.

Financial Position

The financial position is far from satisfactory. There can be no improvement till the programme of building construction is completed, unless there is a wind fall from some quarter. The picture is not so bad as seen from the Balance Sheet printed in the following pagess.

Thanks

Our gratitude to numerous persons who have helped the Institute in one way or the other. The list will be too long to be printed here. The Institute cannot grow and develop without the active co-operation of all. The Institute is for the public and it belongs to the public. Our only hope is that more vigorous and devoted workers will come forward to raise its stature and utility.

Karvenagar, 411 029
11 September, 1975

B. D. Karve
Secretary

Budget for the

INCOME	1973—74 Actuals	1974—75 Estimates	1974—75 Actuals	1975—76 Estimates
Donations	1,010	2,000	3,160	2,000
Grant	74,575	70,000	70,395	75,000
Fees :				
Registration	325	*180	476	*250
Admission	250	580	470	650
Tution	10,515	20,160	17,780	35,200
Examination	140	**210	210	**350
Library	480	1,160	1,120	2,100
Term	480	760	730	1,300
Other	361	500	799	500
Interest	4,180	5,000	7,479	7,000
Miscellaneous	673	500	516	500
Scholarships and prizes	12,404	§—	16,982	§—
Chikhalwadi Centre	2,200	2,000	2,101	2,000
Bal Kalyan Kendra	—	—	1.100	1,000
	1,08,093	1,03,050	1,23,496	1,27,850
Deficit	31,172	65,900	66,490	1,09,385

(*) M. S. W. — 80 students (Registration to University). Diploma — 40 and Certificate — 10 trainees.

(**) Examination fee only from Certificate students.

(§) The schloarships received from Government are paid to students every year, hence no budget provision.

year 1974-75

EXPENDITURE	1973—74 Actuals	1974—75 Estimates	1974—75 Actuals	1975—76 Estimates
Salaries	82,661	1,01,149	1,05,416	1,32,354
Scholarships, Prizes	12,822	§1,065	17,412	§1,065
Examination	—	250	—	250
Rent	4,416	4,416	4,416	4,416
Printing	3,150	3,000	3,320	3,000
Stationery	1,448	4,000	4,018	5,000
Postage	1,211	1,500	1,849	2,000
Telephone	3,130	3,000	2,944	3,000
Advertisement	1,405	1 500	1,424	1,500
Miscellaneous	2,779	2,000	4,258	3,000
Travelling & Conveyance	580	1,000	1,342	1,000
Audit	250	250	250	250
Library	10,346	10,000	11,066	15,000
Furniture	1,622	15,000	11,981	15,000
Office Equipment	2,222	4,000	—	4,000
Interest	4,106	6,500	9,[illegible]9	*32,000
Chikhalwadi Centre	3,800	4,500	3,994	4,800
Electricity & Water	2,057	2,500	1,839	2,500
Child Welfare Centre	21	300	1,355	300
Mess	—	720	—	1,000
Building maintenance	904	2,000	3,289	5,000
Furniture repairs	335	300	180	300
Recreation & Sports	—	—	373	500
	1,39,265	1,68,950	1,89,995	2,37,235

* Increase on account of Building Loan.

§ Government scholarship not included, only Institutlon's exependiturs shown.

	The Number of Students					
	1972—73		1973—74		1974—75	
	No. of Trainees	Successful	No. of Trainees	Successful	No. of Trainees	Successful
Diploma Course	33+(1)	28+(1)	36+(1)	33	33+(1)	27
Certificate Course	8	8	3	3	5	5

Repeater given in brackets.

Students who successfully completed the training at the Institute

1974-75

Diploma in Social Work

Shri. Anan P. P.
Miss Bhagat Charushila
Miss Bhalerao Usha*
Shri. Bhavsar N. S.
Shri. Bhujbal S. D.
Shri. Borade K. D.
Shri. Deore B. D.
Shri. Dhage G. B.
Shri. Ghogre N. J.
Shri. Kulkarni P. D.
Shri. Kulkarni S. D.
Miss Madan Gita
Shri. Lokhande T. H.
Miss Nerkar Chitrakala
Shri. Nichal S. K.
Shri. Pagare N. S.
Smt. Patel Bina
Shri. Patil J. J.
Shri. Patil M. T.
Shri. Patil R. S.
Shri. Pawar A. R.
Shri. Pawar N. M.
Miss Putta Chhaya
Miss Sandhu Sukhwinderkaur
Shri. Sonawane J. N.
Smt. Tayade Kamal
Miss Tilekar Shalini

*Stood first

Certificate in Social Service

Miss Deshmukh Ujwala
Smt. Joshi Sunita
Smt. Kad Kamal
Miss Phadke Rekha
Smt. Purandare Mangala

Special Students

Shri. Joseph Devui
Shri K. Raphael

Awards for Merit

Governor's Medal	Miss Usha Bhalerao
Kashinath Vishnu Damle Prize	Smt. Kamal Tayade
Radhabai Balkrishna Apte Prize	Miss Rekha Phadke
Ramesh Premchand Charitable Trust	Smt. Sunita Joshi

Assistance

Satyabhamabai Pandit Scholarship	not awarded
P. B. Sathe Scholarship	not awarded
M. G. Charitable Trust Free Residence	Shri. G. B. Dhage Smt. Kamal Tayade Shri. Raybole P. J. Shri. Pawar A. R. Shri. Katake N. S.
Maydeo Scholarship	not awarded

List of Contributors (1974-75)

Names of those who have contributed less than Rs. 1,000 are given below. Donations of Rs. 1,000 and above are mentioned on page 16.

	Rs.
Inner Wheel Club, Poona	780
Shri. G. N. Harshe, Poona (for M. K. Davis Prize)	760
§Prof. Sita Shahani, Poona	550
*Smt. Pushpa Bakre, Poona	501
*Shri. V. R. Joshi, Bombay	301
Dr. Beck & Co., Poona	300
*Shri. P. M. Karmarkar, Poona	251
*Prof. R. B. Athavale, Bombay	251
*Shri. M. S. Kanitkar, Poona	251
*Shri. M. S. Nadkarni, Bombay	251
*Dr. S. K. Muranjan, Bombay	250
Esso Eastern Inc., Poona	250
*Dr. (Smt.) M. Damle, Poona	250
Shri. S. K. Karandikar, Poona	250
*Shri. G. D. Durve, Poona	250
Smt. Nalini G. Gokhale, Bombay	250
*Smt. Vidyut Lokhande, Bombay	250
*Shri. J. K. Majli, Bombay	250
*Shri. D. N. Naik, Madgao	250
*Shri. P. J. Ghandy, Kotagiri	250
*Dr. D. D. Karve, Poona	250
Shri. V. M. Thatte, Poona	250
*Shri. S. D. Gokhale, Bombay	250
*Shri. L. G. Dhaygude, Bombay	250
*Shri. A. S. Bhathena, Poona	250
Smt. Vandana Shewade, Bombay	250
*Smt. Sharda Diwan, Bombay	250
*Shri. N. M. Bhavasar, Bombay	250
*Shri. K. C. Shah, Poona	250
Atur Foundation Trust, Poona	250
*Shri. B. Kanoria, Calcutta	250
*Shri. D. S. Phatak, Bombay	235
Dr. Sunanda Paranjpe, Poona	200
Chimanlal Nagindas Bhankharia Trust, Bombay	200
*Shri. R. N. Bhalerao, Poona	150
*Smt. Sindhu Phadke, Delhi	150
*Smt. Sushila Pai, Poona	150
*Smt. A. P. Driver, Poona	150
Shri. D. J. Jogalekar, Bombay	150
Smt. Sushila Gadhave, Poona	101
Smt. Leelatai Gadre, Poona	100
Shri. M. G. Vinze, Poona	100
Shri. Gordhandas Govindram Trust, Bombay	100
Smt. Sindhu Karnik, Poona	100
Mrs. Mandakini Borgaonkar, Baltimore (U. S. A.)	73
Smt. Sushilabai Mehendale, Bombay	51
Shri. M. B. Niyogi, Nagpur	50
Prof. S. S. Kale, Poona	50
Shri. S. D. Manerikar, Bombay	33
Shri. Avinash Bedekar, Poona	25
Dr. V. T. Athavale, Poona	25
Shri. T. Gay, Poona	10
Shri. Vikram Desai, Poona	10

§ Enrolled as Donor * Enrolled as Member

Courses at the Institute for Men and Women

Master of Social Work (University of Poona)

(Two year post-graduate course)

First year : Field work and Six papers : (I) Evolution of Social Work, (II) Indian Social Organization and Social Problems, (III) Psychology of Social Workers, (IV) Approach to Social Work Problems : (a) To Work with Individual, (b) To Work with Group, (c) Social Welfare Administration, (V) Social Investigation Methods, (VI) Field of interest : (a) Child Welfare *or* (b) Labour Welfare and Labour Legislation *or* (c) Institutional Management and Administration *or* (d) Youth Welfare.

Second Year : Field Work, Group Research Project and Four Papers : (VII) Urban Welfare *or* Rural Welfare, (VIII) Techniques of Social Work : (a) Social Case Work, (b) Community Organization, (IX) Medical and Psychiatric Information for Social Worker, (X) Field of Interest : (a) Women's Welfare *or* (b) Personnel Management and Industrial Relations *or* (c) Welfare of Backward Classes *or* (d) Correctional Welfare *or* (e) Social Work with the Physically and Mentally Ill *or* (f) Social Education *or* (g) Community Development, Extension and Co-operation.

Diploma in Social Work (University of Poona)

(One year Post-graduate course)

Field Work and Six Papers : (i) History and Fields of Social Work, (ii) Indian Social Organization and Social Problems, (iii) Human Growth snd Personality Development (Normal and Abnormal), (iv) Methods of Social Work, (v) Welfare of Backward Classes and Correctional Work, (vi) Family and Child Welfare (including the work in industrial setting) *or* Labour Welfare.

Certificate in Social Service

(One year Post S. S. C. Course)

Field Work and Four Papers : (i) Introduction to Social Welfare (related only to women and children) (ii) Problems of women and children needing institutionalisation (including laws about women and children), (iii) Institutional Management and Care, (iv) Introduction to Sociology and Psychology (v) Introduction to Social Work Methods.

The instruction includes class room lectures, seminars and field work. Regular assignments are evaluated by the members of the staff. For field work, students go to various agencies through which correlation of theory and practice is effected. The entire approach of our courses is practical and we are keen that after the completion of their training, students should be equipped to handle various jobs in the field of social work.

Propectus obtainable by sending Rs. 3 from :—

Secretary, Karve Institute of Social Service,
Karvenagar, Poona 411029.

Telephones : Office — : Secretary : 54763 Director : 58641
Recidence : Secretary : 56807

Our Past students are working in fields such as :

(A) Chief Officers or District Probation Officers
(B) Probation Officers
(C) Case Workers
(D) Superintendents of Certified Schools
(E) Extension Educators or Organizers in Family Planning Department
(F) Medical Social Workers
(G) Extension Officers for Co-operation in Community Development Blocks.
(H) Community Organizers
(I) Social Workers in Labour Welfare Field
(J) Social Workers in Red Cross Society, Parent-Teacher Association and Child Guidance Clinic
(K) Investigators in Indian Council of Social Welfare
(L) Counsellor, Family Counselling Bureau
(M) Superintendent of Women's Institution
(N) Matrons.

In Government Departments, Semi-Government or Non-Government Services and Full-time or Part-time voluntary work.

If there is any such position to be filled please write to the Director, Karve Institute of Social Service, Karvenagar, Poona 411 029.

The Main Building that is being constructed will necessitate heavy borrowing from Banks. It is requested that sums of money may be deposited at the Institute at 10 per cent interest.

The Karve Institute of Social Service conducts three courses in social service at three levels.

The first is a two year post-graduate course leading to the Degree of Master of Social Work of the University of Poona.

The second is a one year post-graduate course leading to the Diploma in Social Work of the University of Poona.

Third is a post-S. S. C. course of one year for the certificate in Social Service given by the Institute.

Admission to these courses is open to both men and women, who want to work in the field of social service.

Generic principles of social work, including techniques of social case work, social group work, community organisation and other ancillary social welfare processes like social welfare administration as well as child welfare, correctional laws for women and children are taught. Students will be trained in field work and given opportunities to do practical work.

For details see pages 31, 32.

(3200-9-75)

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Dr. Mohan Sinha Mehta
Eightieth Anniversary Celebrations

Appeal

LIFE SKETCH

Born in 1895, Dr. Mohan Sinha Mehta has devoted nearly sixty years of his life to the service of the nation, as an educationist, administrator, diplomat and social worker. He received his education at Ajmer, Agra, Allahabad and London. After working as Lecturer for a couple of years, he switched over to scouting as Headquarters Commissioner in the Seva Samiti Boy Scouts Association, which was started as a national educational movement by the late Pt. Madan Mohan Malaviya.

Soon after, he was called to his home State Mewar and worked as District Officer, Revenue Commissioner and Finance and Education Minister. He was Dewan of Banswara State for a few years and also a member of the Constituent Assembly of India.

On the formation of Rajasthan, Dr. Mehta retired from the state administration and served in the diplomatic field as Indian Ambassador in the Netherlands and Switzerland and our High Commissioner in Pakistan.

He served on the Indian delegation to the United Nations Assembly in 1960.

In 1961, he was appointed Vice-Chancellor of Rajasthan University. During his two terms of six years as Vice-Chancellor, he raised this young University to the status of a leading centre of higher learning.

Since 1967, he has been working as founder Adhishthata of Seva Mandir, an institution devoted to the removal of illiteracy, adult education, rural development and other important aspects of community service.

He has also been the Founder-President of Vidya Bhawan, an educational complex comprising half-a-dozen distinctive institutions rendering pioneer service for the cause of education.

He has also been the President of the Indian Adult Education Association for a number of years until November last.

He was awarded Padma Vibhushan in recognition of his outstanding service in diverse fields of education and social service.

9.5 "Dr. Mohan Sinha Mehta Eightieth Anniversary Celebrations," 1975, 2 p.

p.

APPEAL

Dr. Mohan Sinha Mehta will be 80 in May 1975. We are all aware of his meritorious services in different fields. Whether in education or administration, youth welfare or scouting, diplomacy or social service, he has given his best to society over the years. His has been a life of selfless service, dedication and devotion.

It occurred to us that this occasion should be celebrated in a manner befitting his stature. It is proposed to bring out a Commemoration Volume on the theme 'Recent Trends in Education and Social Welfare'. Contributions have been invited from some leading educationists and thinkers. A publisher of repute will publish the volume.

It is also proposed to present Dr. Mehta a purse of at least Rs. 80,000/- for such activities of educational and social value as he may determine. Funds to the tune of Rs. 1 lakh have to be raised for this purpose through donations and advertisements for the Souvenir to be published on the occasion. A Celebration Committee consisting of the undermentioned persons has been formed to raise funds and make arrangements for a function to honour Dr. Mehta. The function to felicitate Dr. Mehta is likely to be arranged sometime in July this year in Delhi or Udaipur.

We appeal to the industrialists, businessmen, philanthropists and other citizens interested in the cause of education and social welfare to contribute liberally to the proposed fund. Donations may kindly be sent to the Organising Secretary, Vidya Bhawan Society, Udaipur.

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THE STORY OF VIDYA BHAWAN

Inspiration

Inspiration for starting a new type of educational centre came from my association with the Boy Scout Movement. Lord Baden-Powell had given to the world a wonderful idea. Like all great truths, it was simple and natural, and yet it worked miracles. Case after case of young men came under my observation in which the atmosphere of Scouting and the personal influence of the Scout Master brought about a complete change in their character, not only in regard to personal and moral values, but also in respect of social outlook and sense of responsibility. This was a revealing, indeed a moving experience for me. A new ambition began to move and grow within me. When the Association of a Scout Master with his Boy Scouts for a few hours in a week could bring about such a profound moral change, how much more valuable and comprehensive would be the result, I began to imagine, if boys and girls could have an opportunity of spending most of their time in an atmosphere of freedom, creative activity and dynamic joy suited to the psychology of the young. In his earlier writings Baden-Powell laid emphasis on games, woodcraft and camping, love of nature and group activity ('Patrol System', to use the language of Scouting). In his later books written in the twenties, (such as '*Aids to Scoutmastership*' and '*Rovering to Success*'), he developed some profound ideas of educational value. He himself may have been unconscious of the great change in his outlook, but this was my conviction, and it struck root in my mind.

Vague Idea

Again, with apologies for too personal a reference, I recollect a minor incident which has some relevance here. While travelling in Europe in 1926_27, on one occasion I had to wait for more than an hour for a connecting train. Sitting in the waiting room, I entered in my diary the plan of a ' progressive ' school, which would generally follow Baden-Powell's methods for developing children's character, self-reliance, knowledge, initiative, physical fitness and social outlook. A seed was thus flung, somewhat casually, on an apparently arid soil and for a long time it lay buried there without any sign of germination. I had no illusions about the troubles and complexities involved in realising this great ideal. First of all, it was essential to prepare a few young men who would be ready to throw themselves wholeheartedly into this risky venture. In my own mind, without revealing this wild plan to anybody else, I was quietly using the Scout Movement itself to supply such men—mainly from my Scout Troop which later developed into the first Udaipur Rover Crew.

Idea takes shape

9.6 Mohan Singh Mehta, "Vidya Bhawan Society, Udaipur, Rajasthan, The Story of Its Birth and Growth, 30 p. (197?) p.

Another incident before the birth of Vidya Bhawan is of some interest although apparently, at that time it was not related to it. In May 1930, I took my Rovers for their annual hike to Kashmir. The Rover Crew was divided into four patrols, not only for camp organisation but also for purposes of intellectual discussion and civic education. One of the four was the Education Patrol. On one rainy day at Gulmarg in the last week of May, the Rovers met for an educational discussion. On that occasion I developed the idea of a new type of school – its special methods and features. The concept was still in an embryonic stage – in the realm of thought and academic discussion.

Decision precipitated

A few months later another event took place, again apparently of a very personal nature, which brought things to a head. As already stated, in my own mind I was nurturing the idea that some of our Rovers should be getting ready to shoulder responsibility of this new and difficult venture and to work for it in a spirit of dedication. Kalu Lal Shrimali was one among them. He had joined our Scout Troop in 1923. In 1930 he was studying for the M. A. Degree at the Banaras Hindu University. In the beginning of that year, the Civil Disobedience Movement under Gandhiji's leadership had submerged the entire country. One morning came a long letter in which Shrimali asked for permission to join the Non-Cooperation Movement. He said it was impossible for him to apply his mind and energies coldly to studies when all round the fervour for the freedom movement swayed the mind of youth. He could not work with any peace of mind. I sent a telegram asking him to come to Udaipur for personal discussion. Two or three days later he arrived. We were joined by a third friend, K L. Bordia, who was associated all along with us in our aspirations for social work. I put it to Shrimali whether it would satisfy him to devote his life to work for social reconstruction, something of as great value and importance for national freedom and regeneration as (though perhaps less spectacular than) the political struggle for self-government. At this moment, I added, I had been hatching in my own mind the scheme of the new school discussed at Gulmarg, which needed him and some other young men of character and enthusiasm. The project would be hazardous and call forth much hardship and sacrifice. Fortunately, Shrimali was convinced that for national progress our plan had truly great value. It calmed his feeling.

The Problem of Selecting the Site

A scheme was soon drawn up over the signatures of a few educationists and other prominent persons of Rajputana, Central India, Gwalior and the United Provinces. At a public meeting convened in the early part of December 1930, a Governing Body was set up, a few Basic rules were passed and preliminary decisions were taken to start the scheme. At the same time, earnest efforts were set in motion for securing land. This gave us no end of trouble, and indeed harassment from many quarters. At last a plot of about 4 acres of land, larger part of which was rocky, uncultivable and wildly overgrown with cactus bushes, was granted to us by the State. Although this little plot of land was at that time useless and desolate, it lay in wild, healthy and picturesque surroundings about a quarter of a mile from the Fatehsagar lake, and close to a metalled road. On the morning of the 16th January 1931 in the presence of a small gathering, the foundation stone of the building of the original Vidya Bhawan School was laid by the late Sir Sukh Deo Prasad, the then Prime Minister of Mewar State.

Birth of Vidya Bhawan

To begin with, the little school was to have only four forms of the Middle Section, V, VI, VII and VIII. It was further a deliberate decision to keep the numbers down in each class in order to ensure individual attention. Only 58 children were admitted with ten teachers. Shrimali, our first life-worker, was selected as Headmaster. More than half the staff belonged to the old Scout troop of Udaipur.

In a borrowed building

As the School building was not yet ready the new school had to be started in a borrowed building outside the city, (which was wholly unsuitable for the purpose). With a brief and simple ceremony—a couple of devotional songs and a short talk to the staff and students in the presence of a few parents—at 7 O'clock on the morning of Tuesday, the 21st July, 1931, Vidya Bhawan was ushered into the world! That function is vividly imprinted in our memory today after the lapse of forty years. It is impossible to describe the emotions which welled up within us something like the feeling of a great triumph or the thrill of reaching a high Himalayan peak. After the first school assembly, Shrimali and I retired to the Headmaster's room. We were alone there. We embraced each other in silence, completely choked by emotion, our eyes wet with tears of joy. It was an unforgettable experience.

Basic Social Ideal

During my school and college days most young people were deeply moved by the idealism which stirred the whole country following the partition of Bengal. We were obsessed with impatience to see India free and great, the Indian people awakened, self-reliant and progressive.

But for me there was more of emotion and less of thinking behind all those day dreams. As I grew older, the picture of this revolutionary change began to form itself. The concept of a liberal democracy, rather than the cult of the 'bomb' appealed to my imagination. The ideal and purpose of the Servants of India Society founded by that great leader, Gokhale, held a great attraction for me. Quite by chance I came in touch with the Boy Scout Organisation. This had the effect of giving shape to vague thoughts and aspirations for the future of the society in a sense, the dark street in which I was groping for my way was suddenly lit up. The new idea was social reconstruction through educational reform. A revolution in education rather than a political revolution appealed to me a sounder and more effective way of bringing about social change. But education can play a revolutionary role only if the educator has a clear and strong idealism, revolutionary zeal and a broad grasp of social problems.

Aims defined

With this faith in our social ideal we set down the following objectives for Vidya Bhawan :

(a) to provide facilities for the full and harmonious development of each individual child according to its own aptitudes;

(b) to cultivate in the children a broad and open minded outlook on life;

(c) to enable the children to adjust themselves to their environment;

(d) to prepare useful citizens with a keen sense of duty and responsibility towards society; and

(e) to utilise scientific methods of child training

Threefold obligations

At this stage it would prehaps be appropriate to unburden myself on another subject. The scheme imposed on us threefold duties, that is towards parents, the society including the State, and our workers. (i) To the parents we undertook to provide for their children a really good school, better than the conventional school in which the child was lost in the mass, and the teacher was, more or less, a ruthless driver of his flock, or like a prison warder. Vidya Bhawan was to try and draw but each child with a view to developing its faculties and personality keeping in view its individual needs, difficulties and home environment (ii) The Society (and the State) were to understand that Vidya Bhawan was not concerned with political controversies, sectional conflicts or anti-Government agitation. Its positive purpose was to provide for children an atmosphere of freedom for growth, and to promote in them a sense of civic responsibility. No doubt, this might in due course undermine our out-of-date social structure and the strongholds of reactionary forces. But the staff and students of Vidya Bhawan would not, it was clear, line up behind external organisations for any sections or political ends. And finally, (iii) the social workers who had agreed to devote themselves to the work of Vidya Bhawan would find full scope for their zest and energy in working for the broad social ideal described above. We had, therefore, a perfectly clear conscience in the matter. There has been no moral compromise or inconsistency or breach of faith, none whatsoever, in the discharge of this threefold obligation, whatever may be the loose talk of our critics.

Education: A way of life

Before describing the distinctive features of Vidya Bhawan through which an attempt was made to realise this comprehensive objective, it is proper to note that all along emphasis has been laid in the institution, on education as a 'way of life'. The purpose of Vidya Bhawan was largely reflected in the daily life of the institution, in the mutual relations of different sections of the Vidya Bhawan community and the organistation as a whole. Social ills, for the removal of which a heroic effort was being organised in the country, were generally not to be countenanced within our little community. To take a couple of stray examples, the wives of many teachers who were used to a life of seclusion (purdah) in the past, spontaneously came out and took their place in the community. The son of the school sweeper (Bhangi) would join the boys in their games during the time he was off duty without any fuss or excitement. Similarly, respect for the child's personality was just accepted as an article of faith, and the relation of the Headmaster with the teachers and of the teachers with the children was based on an elder-brotherly leadership and did not spring from

crude authoritarian power. Thus, self-discipline more than discipline imposed from above provided the "sanctions" in support of "law and order" in the community. This way of life became a part of the unwritten code of Vidya Bhawan. To sum-up, Vidya Bhawan was not, for its members and workers, merely a place for learning and teaching, but also in a large measure the replica in miniature of the world as it should be, the land of our dreams and desire. This aspect of the life of Vidya Bhawan, however intangible it may seem to outsiders, has had some significance not only in itself, but also in creating certain values and traditions.

Distinctive features

Mention may now be made of the more concrete features which gave to Vidya Bhawan a distinctive character. Some of them may not appear at first sight to be very important, and others had, in the light of experience, to be modified. But they have all made their own contribution and are therefore important on this account.

Co-education, Non-Sectarian, International Outlook

In keeping with the rational basis and progressive character of the project, it was decided to introduce co-education in Vidya Bhawan. In the Elementary Schools and at the University stage, co-education is generally found in most places in India, but at the Secongary stage, co-education was unusual and even frowned upon in Indian Society. In the feudal surrouedings of Rajasthan it was indeed a bold and rather radical measure. Then again in the heart of a very old-fashioned and caste-ridden society, Vidya Bhawan was difinitely indifferent to caste and worked on a completely non-denominational basis. We felt that the caste system had outgrown its period of vitality and survived only to block the progress of society and kept it chained to reactionary customs and traditions. Vidya Bhawan also steered clear of sectarian ties and religious differences. We aimed at the renaissance of our society and at rebuilding the life of our country on a national basis, cutting across sectional and denominational groups and loyalties. Indeed, even this national outlook was not to be narrow, or of a militant nature. We did not wish to hold up as a model before our boys and girls the European ideal of nineteenth century nationalism. In our desire to build up an atmosphere of internationalism in Vidya Bhawan, we looked out for suitable persons from other countries to come and work in Vidya Bhawan, provided they conformed to our general outlook and felt enthusiastic about our social and educational objectives.

Whole-day School

Although Vidya Bhawan was only partially a Boarding School, it was a firm decision to make Vidya Bhawan a "whole-day school", that is, children stayed in the school from morning till dusk. The mid-day meal was provided at the school for those who did not get it from home. This gave to Vidya Bhawan the advantages of a residential school.

Group System

Another special feature was the "Group System". The chlldren were allotted to one Group or another, each under a senior master assisted by two, three or more junior teachers.

The Group is the family in which each child lives his personal life, and his general development is promoted. Groups are also the Units for organising different activities, such as parents' meetings, social functions, camps, hikes and tournaments. The Group System has in the course of years developed into a powerful means for building up extra curricular life, for individual attention, and for promoting the child's all round development The Group Masters seek parental co-operation in order to get acquainted with the family of children, and their difficulties at home. This duty of the teachers threw upon them a heavy burden, apart from being very trying and in some cases extremely depressing. Some parents are responsive and appreciative, but the majority have been indifferent and un-cooperative.

Staff Council and Psychological Laboratory

The Staff Council collectively discussed the individual child. This is a continuous process in which both the class teachers and Group Masters exchange ideas and help each other. The Staff Council also functions, in an informal way, as the advisory and deliberative body for safeguarding and promoting the basic ideas of Vidya Bhawan. Now, after forty years, its discussions constitute an educational record of great value. Soon after the foundation of Vidya Bhawan, a beginning was made with a psychological laboratory for gauging the mental and physical capacities of children and the level of their intelligence. In a few cases, serious emotional difficulties or neurotic troubles have received attention.

Morning Assembly

It has been the practice for the School to begin its work every day with the School Assembly. There is an excellent devotional atmosphere of quietness in this community gathering organised on a completely non-denominational basis. At the end of the week, the morning assembly becomes a specially big community affair and is attended by all the members of the staff, sometimes accompanied by their families, other non-academic members of the community and even outsiders. For the members of the community, this weekly event has had a profound cultural significance and many an 'Old Boy' of Vidya Bhawan likes to come back to join this weekly assembly. It has become an important institution.

Chhatra Mandal and School Panchayat

The sense of civic responsibility and interest in higher values of life find scope for development in the functions which are organised from time to time, to which parents and other guests from outside are invited as a general rule. The children have developed a large measure of self-reliance and some experience in self-government through the Chhatra Mandal (The Students' Parliament) and the School Panchayat (representative Executive Body). They have both become sturdy features of the life of Vidya Bhawan.

Project Method

It was the aim and purpose of Vidya Bhawan to try new methods and conduct educational experiments. A brief reference may now be made to some of the experiments carried out with varying measures of success. A significant experiment is the Anniversary Project in which for a fortnight work in literature, social studies, art and crafts is integrated round a theme of cultural importance. The Project culminates in a pageant enacted at the Anniversary Function. The lives of Buddha, Christ and Ashoka and other themes such as Indian Culture, Our Rajasthan, Hindu Muslim Unity and the struggle for Human Values have formed the subject of the Project.

Dalton Plan

Dalton Plan has also been tried. But it cannot be said that much success was achieved in this particular experiment. It had ultimately to be given up.

Labour Service Scheme

Under the Labour Service Scheme each pupil is required to put in a minimum amount of physical labour of some sort or other. This manual work is often a part of some constructive activity or social service which brings the children near in thought to the life and position of peasants and labourers.

Open-Air Session

Another experiment of which Vidya Bhawan has good cause to be proud is its 'Open Air Session', Its educational technique and achievement are discussed in a separate book[1] written by an old worker of Vidya Bhawan.

Broad Basis-Aesthetic, Hobbies, Health and Physique, Camps and Hikes

Vidya Bhawan has adopted a broad basis for its educational work. This is in keeping with its main purpose. Aesthetic education is given a prominent place in this scheme. Music, painting, dancing are included in the activities of Vidya Bhawan. Craft work is not negleeted. It comes in either as a part of the curriculum or as hobby. Health and physical development receive special attention, and systematic records of physical growth and health have been maintained Team games and atheletic activities form a permanent part of school life. Camps and hikes have been another important feature of Vidya Bhawan which has not only built up pbysical fitness and self-reliance but has inculcated in the children a love of nature and a spirit of adventure.

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[1] K. N. Srivastava : Vidya Bhawan Open air Session. New Delhi, Ministry of Education, Government of India.

Sprouting and Growth

So far we have talked about the seed, how it lay buried under the surface of the earth for some time, the field in which it was laid, and how it sprouted. It is now time briefly to view the growth of the plant and, although so young, the way its twigs and young branches came out and spread themselves.

Why it began only with Middle Section

For good reasons it was decided (a) to begin small, i.e., with four classes only, and (b) with the middle section of school education. The higher stages would have been expensive for our resources. Moreover, we did not wish to take in older boys and girls whose character, habits and outlook had already been largely formed in the conventional schools. For the education of the children of rhe lower groups, that is the elementary and the pre-school age—the standard of which is unfortunately very low in our country-we did not have adequate resources, either in presonnel or equipment. From the little nucleus with which we started, our plan was gradually to expand both upwards and downwards. But we were foreed to break away, much against our will and judgement, from these plans. When Society feels the need for some service, supply becomes irresistible. The truth of this was realised by us time and again. In fact, it runs through the whole life story of Vidya Bhawan

Pressure for Expansion

Within a few weeks of its start, as soon as the novel and special character of its service came to be known in the town of Udaipur, pressure was brought to bear on Vidra Bhawan to make some provision for smaller children also It was indeed an unusual request, for which we were not prepared and yet it could not be turned down. After some reluctance, it was agreed to admit a few children in, what we called by an omnibus name, 'the Preparatory Class'. The number was restricted to 12 and they were to have a separate programme not of formal studies but consisting of games, music, observation of plants and birds and a little training in the three R's by means of suitable apparatus.

High School

At the other end we were faced with a different dilemma. For reasons already stated, we were not prepared to have the High School section in the beginning But within a few months it became clear that the children of Vidya Bhawan would be misfits and find themselves in a strange, even unwholesome atmosphere when they left Vidya Bhawan to join another High School, and much of our work would be undone if they changed school at that stage. After careful consideration we felt obliged to start High School classes at the beginning of the next session (July, 1932). Within a year, Vidya Bhawan expanded upwards (it became a High School) and downwards (its youngest child was less than six years old). It was clear that the Society needed an educational institution of a new type Very soon Vidya Bhawan became known in many parts of North India and began to attract children from distant places. They came from as far as Calcutta and Cuttack.

Lack of Resources

While a comprehensive scheme of all round education was the purpose and aim, the organisers of Vidya Bhawan constantly wished to keep the pace of expansion slow for sheer practical reasons. For the realisation of its objective it needed a superior type of teacher—which was not easily available—and also a proportionately larger number of teachers than in an ordinary school. And then Vidya Bhawan existed as it were, in a constant state of famine. Collection of funds was a nerve-racking experience. There has always been an acute shortage of accommodation. A building meant to be a hostel-cum-Store-House was used as the Junior School. For fifteen years Vidya Bhawan had no playing fields of its own.

Basic School

In late thirties Gandhiji gave to the world his new educational concept which eventually came to be called Nai Talim. It attracted considerable thought and attention from educational leaders in the country Vidya Bhawan could not very well stay out of this great current of national education. It was decided to establish a Basic School under the auspices of Vidya Bhawan. Fortunately, we were in a position to make some positive contribution to the building up of this new system which was still in its early stages. Less than two miles from the parent institution, an excellent site was selected in the midst of a cluster of villages. The foundation of Vidya Bhawan Basic School was laid on the 27th October, 1940 by Sir T. Vijayaraghavacharya, the then Prime Minister of Mewar State, at a well attended function and it was inaugurated on the 23rd April, 1941 by Dr Zakir Hussain. By 1946 this institution had grown into a full-fledged Senior Basic School comprising an eight-year course, with 72 pupils. For the first five yerrs spinning was the basic craft and by 1945 agriculture was introduced. Ten years later weaving and carpentry were added to the list of subsidiary crafts "Niyojit Seva" Scheme has been an important feature of our Basic School by which the children assume the responsibility of running the school dispensary, the seed store, the library and boys' shop Some valuable results have been achieved in the correlation of studies with the crafts and the activities of the school. The work of the Basic School was rather difficult and called for originality on the educational side and heavy arduous labour in overcoming the hard conservatism of our village people. Now the Basic School has an enrolment of about 200 pupils.

Nursery School

According to our original plan, the section of the smallest children was separated from the Junior School. It had its own staff and necessary equipment in order to provide a suitable atmosphere for the children of pre-school age. We call it the Nursery School, and are very proud of it. The foundation stone of the new Nursery School building was laid in October, 1954 and it was ready for use by the end of 1955. In its design. structure and amenities, it is a very fine construction wholly appropriate for the purpose. It meets an important educational need.

Education Society

As the stream of Vidya Bhawan rose in volume and velocity, another practical proposition forced itself on us. Its growth and expansion was fast outrunning our original plan and pattern. It was no longer a single school, but was becoming a cluster of institutions; instead of one tree, nourished, pruned and prepared for the children of urban society, it was becoming, inspite of ourselves and our meagre resources an educational garden rich with a variety of shrubbery and foliage, even trees and wild bushes! It became necessary to form the Vidya Bhawan Society with a legal corporate status and invest it with due authority for undertaking and managing these new responsibilities. This body was formed in August, 1941, and was registered under the Public Societies Act. This step not only justified itself, but soon it became clear that it was not taken a day too early.

Teachers' College

The distinctive value of the work of Vidya Bhawan was being widely appreciated. In order that its benefit should reach a wider area in the country, it was felt that the establishment of a Teachers' College under the auspices of Vidya Bhawan Society would meet an urgent educational need. After all, for producing a new type of citizen for the needs of a changing society, it was essential to find and prepare the teacher with a new outlook. Again it became difficult to resist this big challenge. The authorities of Vidya Bhawan took another bold step forward by establishing the Teachers' College. The late Seth Govindram Seksaria gave us a generous donation of Rs. 90,000/-for the building of the College which was named after him. The foundation-stone of the Vidya Bhawan Govindram Seksaria Teachers' College was laid by Sir Mirza Ismail, the then Prime Minister of Jaipur State, on the 3rd October, 1942. It is an elegant building, simple and beautiful

Like all other activities of Vidya Bhawan this also began as a small effort with eighteen pupil teachers preparing for the Certificate of Teaching. It has rapidly developed, and is now a big Training Institution preparing its alumni for Post-Graduate courses. The B. Ed. Class was started in 1948 and the number of teachers under training has gone up to 236. M. Ed. (Master of Education) course and a Research Section for Ph. D. Degree came to be added later. The whole of the B. Ed. and M. Ed. syllabuses have been reoriented in keeping with the latest developments in the theory and Practice of Education.

The latest addition is a course in Early Child Education, which helps to supply teachers qualified in Nursery School methods. The Teachers' College of Vidya Bhawan seems to have a big future not only for the training of teachers in progressive methods, but also for promoting educational reforms, research and reorganisation.

A special feature of the Teachers' College was its "Teachers-in-Service' scheme. It provided guidance to the alumni of the College for at least two years after they went out. It consisted of supervision of their work in their schools by the members of the College Staff, and organisation of study circles, periodic seminars and conferences. A Library Service was also devised for them. This scheme was initiated at the request of old Mewar Government and unfortunately came to an end with the merger of that State in the new and greater State of Rajasthan. It has, however, survived in a modified form—as a Department of Extension Services, sponsored by the Union Ministry of Education as part of an All-India Scheme.

Handicrafts Institute (Kala Sansthan)

The services of Vidya Bhawan was sought in another cognate department on the request of the then Mewar Government. While the provision for the training of teachers generally lacks vitality and urgently calls for reform, in another connected sphere almost complete darkness reigns over the scene I refer to the facilities for training craft teachers. Vidya Bhawan had not only special facilities, but the proper outlook for this purpose, and therefore the Government requested Vidya Bhawan to start a course of training in crafts for the teachers of the State Schools. The result was the establishment of Vidya Bhawan Handicrafts Institute in January, 1944.

At first the course covered a period of four months and a half, but very soon it was found that this period was utterly inadequate and it was extended to a full session of ten months. The Handicrafts Institute has steadily developed during the last twelve years. The Institute provides training in the following crafts: (1) Spinning. (2) Weaving. (3) Carpentry. (4) Wood turning (5) Card-board work. (6) Papier Mache, (7) Leather work and (8) Tailoring. Every trainee has to specialize in one of these crafts and selects another as a subsidiary subject. Besides handicrafts, the pupils receive training in drawing and designing and a simple course in general education. The Handicrafts Institute also serves the Craft Section of the Teachers' College and provides training in hobbies to the children of the Vidya Bhawan School. This is now named 'Institution of Arts and Crafts Education.'

S.E.O.T C.

In 1956, a centre for training Social Education Organisers for Community Development and National Extension Services Block was started under the auspices of the Ministry of Community Development. In the first batch of 34 trainees there were representatives of more than five states. Vidya Bhawan with its special background of social idealism offered a suitable place for organising such a training scheme. If it succeeded, that is, if the trainees went out inspired by the ideas which lie behind the growth of Vidya Bhawan, this movement would carry its revolutionary fervour into the homes and farms of our rural population. But unfortunately Goverment decided to close the centre in the year 1967.

Rural Institute

In 1956, there was another very important addition to the list of the constituent institutions of Vidya Bhawan Society. In fact, the youngest of the children of Vidya Bhawan bids fair to grow up as the heftiest and most powerful in social significance. It will be remembered that the Central Government appointed a Committee under the Chairmanship of the then Deputy Minister of Education Dr. K. L. Shrimali, on the development of Higher Education in rural areas. On the report of the Shrimali Committee, the Government of India decided as an experimental measure to entrust ten selected institutions in the country the task of establishing Rural Institutes. Vidya Bhawan Society was one of these ten. So, the ninth anniversary of our Independence Day, 15th August, 1956, saw the birth of Vidya Bhawan Rural Institute. The foundation-stone of the projected building of the Institute was laid by the Governor of Rajasthan, Shri Sardar Gurmukh Nihal Singh, on the 19th of January, 1957. The function on this occasion had a lively rural setting and will be long remembered by us. The aim of the Institute is to provide courses in higher education, both general and technical, but specially related to the needs of the rural community. A three-year diploma course in rural services and a three-year certificate course in rural civil engineering were started. The Rural Institute meets the deeply felt need of the workers of Vidya Bhawan to revitalise the life in the rural areas and to infuse a new and dynamic spirit among our village folk. Without this our social democracy would remain somewhat anaemic. The realisation of this high purpose will depend very largely on the success of the Rural Institute.

Later on, a one-year Certificate Course for Sanitary Inspectors was started in the year 1960 which had to be closed in July 1968 as there was no scope for further employment of the trained personnel.

The Rural Institute is now affiliated to the University of Udaipur and is running the following courses.

1. Three Year Degree Course in Arts leading to B. A. Degree.
2. Three Year Degree Course in Science with Biology and Mathematics leading to B. Sc. degree,

   The students have to offer a paper on Community Development and Extension.

3. Two Year Post-Graduate Course leading to M. A. (Rural Sociology).

The Department of Rural and Civil Engineering of the Institute, which runs a Three Year Diploma Course, is affiliated to the Board of Technical Education, Rajasthan, Jodhpur.

The Rural Institute has an Extension Department which is doing useful work in the neighbouring villages. The Department has encouraged people to adopt new methods of Agriculture and to use improved seeds and fertilisers.

The Research Department of the Institute has taken up a number of projects some of which have been completed and some are in progress.

Publication Department

The Publication Department of Vidya Bhawan should also be mentioned in this account. This activity has not made any great headway. We still do not possess a Printing Press of our own, although its need has been badly felt all the time. A monthly magazine, '*Jan Shikshan*' mostly for the benefit of parents and teachers, is brought out in Hindi. Attempts have been made to maintain a good standard and the quality of its articles has been appreciated. Some of our workers headed by Dr. Shrimali have produced books and pamphlets on educational subjects. It is obviously necessary that this Department develops further and, by the value of its works, renders greater help in the future than it has done in the past in revolutionising educational concepts and reforming educational techniques.

Multi-Purpose Higher Secondary School

The original tittle school with which Vidya Bhawan began its life more than thirty-five years ago has itself grown beyond recognition. It has now become a Multi-purpose Higher Secondary School with provision for fine arts, scientific studies, technical courses and humanities. Adequate buildings, well equipped Laboratories and Workshops have been provided The Gymnasium and the Museum, which are perhaps the first of their kind in Rajasthan, provide ample opportunities to children for their physical and mental development. The School has about 700 children on its rolls. The number of girls is comparatively small. The teaching staff now consists of more than three times the number of teachers with which Vidya Bhawan began its work.

Farm and Dairy

Vidya Bhawan maintains a small agricultural farm and dairy of its own. Although the purpose is mainly utilitarian, that is, to provide fruit, vegetables and milk to the community and the school kitchen, this department has the incidental aspect of giving to Vidya Bhawan a completeness in its community life We attach to it a social importance in another sense also It would be a proud day for us when our sugarcane fields, orange orchards and young pedigree bulls attract the attention of a larger number than hitherto, of the people of the villages in the neighbourhood in order to find a model for improving their cattle and cultivation

All India Scope and Character

It is remarkable that Vidya Bhawan has already assumed a national character in the scope of its services. It is drawing its pupils and pupil teachers from many parts of the country.

Non-Teaching Members of the Community

I must say a word about another section of the community consisting of cooks, domestic servants, peons, messengers garden labourers, chauffeurs, mechanics and the like. Our relations with them have all along been inspired by the basic ideology of Vidya Bhawan, and in turn, have had a profound influence in their development, drawing their loyalty and raising the quality of their services. This has been an experience of real joy and satisfaction They too are happy and in general enjoy their association with Vidya Bhawan Occasionally they arrange dramatic performances, hikes, camp fires all on their own initiative. Some of them have been in Vidya Bhawan for thirty years or longer. Our teachers organised a Night School for them and their families. This school has had a chequered career with many ups and downs, consisting of a healthy vigorous life, dying state, efforts at artificial respiration, complete collapse and rejuvenation. The latest news is that there is a desire to revive it. This section of the community consists now of 135 souls and the number will be at least twice as many if their families and dependents are taken into account. The leaders of Vidya Bhawan are not indifferent to their social needs, general development and living conditions. When our ship comes home it is interested to provide proper quarters for them.

Life Workers' Pledge

Mention must also be made of the scheme of 'Life Workers', although quite naturally it has now lost its basic importance. But viewed in historical perspective it cannot and should not be forgotten nor the early value of its service underestimated. When Vidya Bhawan was brought into existence, I received an assurance. from some young men that they would stick to their work with undiminished zeal and devotion even if they did not receive any salaries for some time. The understanding was that we would somehow just feed and clothe them, and they, in their turn, would bear the hardship of going without pay if necessary for two or three years. It would put the society on its trial. I was convinced that if Vidya Bhawan really proved its usefulness, it would not die. It was on this moral faith and uncertain hope that our ship was launched on a rough and uncharted sea. A few years later the scheme was formally put before the Executive Committee and given proper recognition. Then it was incorporated in the Constitution of the Vidya Bhawan Society. Fortunately, though surprisingly enough, our crises never reached that pitch when salaries could not be disbursed to the teachers for more than two or three months. However the sense of devotion and the reckless spirit of self-abnegation behind the pledge of our Life Workers has a place of honour in the history of Vidya Bhawan. Of the members who joined the scheme not all could live upto their original intention, but many did. The minimum period of a Life-Worker's pledge was put at twelve years during which he was to draw such salary or allowance as was fixed by the Society for him and never above a certain amount. Dr. K. L. Shrimali was the first Life-Worker. A few others like him have completed their period and are still working in Vidya Bhawan,

Unique Development

Even this somewhat sketchy account of the growth of Vidya Bhawan brings out one fact in bold relief, namely that around the little original school, the starting point of Vidya Bhawan, a number of other associated activities gradually arose and developed which made it a unique educational community, a cohesive, comprehensive group of separate and self-reliant but constituent institutions. Many other institutions have grown from a modest start to enormous size and stature, but Vidya Bhawan has, as has been seen above, developed various departments of different types, all mainly educational, and yet as units and parts of the whole. It has been a world in itself spreading and growing, unitary in its social ideal and purpose, but federal in activity and administration, in which the ideals of the original foundation remain invisible but alive and strong. One knows and feels them all the time though one hears so little about them

Distinguished Visitors

To turn to another aspect of this story, Vidya Bhawan has had the advantage of receiving many distinguished persons. Mostly they were invited to preside over the Anniversary Functions or over Teachers' Conferences convened in that connection. They came from different walks of life and even from distant countries. These great names form an inspiring list indeed. Some of them are no longer with us like the late Rev. C. F. Andrews, Sir Maurice Gwyer, Shri A. V. Thakkar, Acharya Narendra Dev. Principal A. B. Dhruva, Sir T. Vijayaraghvacharya and Shri B. G. Kher. Besides the late Prime Minister Pandit Jawahar Lal Nehru, we have had with us Shri C. Rajagopalachari, Dr. Radhakrishnan, Pandit Hirday Nath Kunzru, Shri Jayaprakash Narain, Prof. Jadu Nath Sarkar, Sir John Sargent, Sir Mirza Ismail, Shrimati Rameshwari Nehru, Mr. A. E. Foot, Dr. Zakir Hussain, Sadhu T. L. Vaswani, and Prof. Pierre Bovet. Above all, Dr. Rajendra Prasad, the first President of our Republic, honoured us by Presiding over the Silver Jubilee Function of Vidya Bhawan on the 10th of October, 1956. It was a signal privilege and indeed an inspiration for our workers and pupils that the Head of our State and a man of Rajen Babu's character and noble record of sacrifice for the Nation should have been in our midst on that occasion.

Our Esteemed Trees

Some of these learned leaders have been associated with the growth of Vidya Bhawan in another way. We have reared up in our campus trees with loving care. A few of them were planted by these distinguished visitors such as Rajaji, Sir Maurice Gwyer, Dr. Zakir Hussain, Mr. F. G. Pearce and others. Two banyan trees were Planted, one to commemorate the death of Kasturba and the other on the 12th day after the death of Mahatma Gandhi. In course of time these two trees will join and continue their growth with Vidya Bhawan for scores of years-perhaps centuries-giving to this educational home their cool shade, protection and inspiration.

'Turn the search-light inwards'

The opinions which respected leaders and distinguished scholars have expressed about Vidya Bhawan have given us much comfort and encouragement, particularly when there was adversity and discouragement all round. But quite apart from what others have said, it is necessary that we should form from inside our own assessment and appraisal of the results of Vidya Bhawan. In order that the balance does not tilt too much on one side, some strict self examinatien is necessary. Let us 'turn the search-light inwards.'

Broadly speaking Vidya Bhawan was founded with a three-fold objective : (a) To infuse a new spirit into the social work of the country by sending out young people with zeal, idealism and strong character. We never deceived ourselves with the hope that everyone of our alumni would pass this test, but had hoped that a small percentage would. (b) The young people who come under the influence of Vidya Bhawan would, on entering life, give a better account of themselves in civic life, and (c) the educational standards of Vidya Bhawan all round would be distinctly higher by a good margin than those of other schools in the country. Let us examine these three propositions.

In achieving the first objective we have failed miserably. Among those who have gone out of Vidya Bhawan, a lamentably small number applied themselves to social service. Regarding the second item, we have had only a partial success. Some very encouraging results can be placed alongside definitely unfavourable cases. But it is true that in a large number of cases life in Vidya Bhawan left a strong and healthy impression on the outlook and individuality of our boys and girls. Finally with regard to educational standard, we compared very favourably with common schools in the country, but certainly not so well with some public schools and leading progressive institutions.

Home Environment

It may be safely stated that the enthusiasm and devotion of our workers and the fine atmosphere of Vidya Bhawan had an effect in moulding the children's character. At the same time one should also note the factors which adversely affected their bringing up. The home environment and the influence of heredity, we found to our cost, were a constant hindrance in the efforts of the teacher. It was not easy to defeat these adversaries. Some wise man has said that it takes three generations to educate a human being! Moreover, the service of Vidya Bhawan was definitely intended to reach mainly the lower middle class. Children from these homes did not always bring with them the cultural and intellectual advantages generally enjoyed by the more fortunate sections of the society. This worked as a real disadvantage in the effort to attain superior academic results—an advantage easily available to the richly endowed private schools.

Right Type of Teacher

The second most important element intimately related to our work was the quality of the teacher. Vidya Bhawan obviously needs a superior type of worker. By and large the teachers whom we were able to secure had not had the advantage of going to a progressive school of the type of Vidya Bhawan. They had themselves been the victims of the disease which they had set out to cure! Then again a teacher used to a rigid authoritarian system did not easily fit into an organisation which was differently conceived. This was an ever-lasting problem. Then, we did not have the wherewithal to attract competent or promising teachers. In the beginning the scales of salaries were extremely low, and much later came near the scales of the ordinary state school (without the advantages of pensions, promotions, ete.)

Methods of Freedom, Initiative and Responsibility

Finally there was another factor, although intangible yet very powerful, which often made heavy weather for us. Its source was internal. It is indeed difficult to describe it precisely. The special nature and methods of our work created difficulties in one respect namely, the problem of self-discipline, human relation and behaviour. The very mode of our choice became our chastisement in a way. Vidya Bhawan authorities treated their workers in a more human and personl manner and not on the usual basis of strict regulations and discipline. It was an article of faith for Vidya Bhawan to leave to the workers maximum freedom and initiative, and expect them to carry on their duties with co-operation individual responsibility and corporate loyalty. The response to these methods from some was wonderful, and yet from others, in equal measure, poor. Deplorable cases of irresponsibility and shirking of duty constantly came up and caused us much grief and harrassment. Even such a thing as the opportunity of free discussion in committees, the Staff Council and the Governing Body was often abused. In spite of this experience we did not wish to give up the methods which had been chosen after careful consideration and with an awareness of the dangers. It was an article of faith for us. Educationists talk of a problem Child; we in Vidya Bhawan have suffered from the Problem Teacher on the internal side, and from Problem Parents in our external relations.

Social and Political Setting

This narrative will be incomplete without a description of its social setting. Then alone can be understood the terrible struggle which Vidya Bhawan went through for its survival. From its very infancy it earned the distrust and displeasure of the orthodox and the reactionary elements in Society. Vidya Bhawan was accused of attacking the caste system, undermining social tradition and class authority. The Representative of the British Government at Udaipur and high officials of the State Government considered Vidya Bhawan as disloyal to the Ruler of the State. They thought it dangerousey radical and anti-British. The Education Department was then presided over by unimaginative and anti-deluvian officials who dismissed it as a visionary and extravagant adventure, lacking in discipline and decorum. It was indeed a long drawn-out period of suffering, even veiled persecution. At one time Government officers did not feel it safe to visit Vidya Bhawan. And a grant-in-aid from the public funds was in those days out of question. This state of affairs lasted for nearly ten years, when the Prime Minister of the time, Sir T. Vijayaraghavacharya, courageously lifted this heavy load of suspicion and oppression by advising the Ruler to appreciate the special value of this educational effort. In this matter His late Highness the Maharana Sahib acted in a characteristically constitutional manner. Earlier he had accepted the opinion of his Ministers. Similarly he readily changed his mind in accordance with the new Prime Minister's favourable judgment. At the start His late Highness was generous enough to make a donation to Vidya Bhawan from his privy purse.

A new era sets in

Then a new era dawned on Vidya Bhawan. While its financial difficulties and the problem of finding suitable workers in adequate number continued to cause anxiety, the official hostility was on the decline. Since the attainment of independence, we have not only enjoyed public support and approbation, but also understanding and confidence on the part of the Central and State Governments.

Suffering and Suppression Produce High Spirit and Enthusiasm

When we recall the first phase of the life of Vidya Bhawan, it seems a wonder how it survived at all. In a region where society was still largely feudal, and social orthodoxy and political autocracy prevailed, it was indeed astonishing that this tiny little school managed to keep its head above water. Even some parents, while sending their children to Vidya Bhawan, were actively allied with its enemies. They hoped to see it starve to death. All this developed in Vidya Bhawan powers of resistance against drought, famine and social pressure. Its destiny appeared to be wedded to poverty and suffering. Those were indeed hard and bitter days, and yet the spirit of our workers rose to the occasion. Their enthusiasm matched the measure of distress. The extent of hardship caused by suppression seemed to build up the requisite powers of endurance, selflessness and devotion. This was visibly observed by everybody. And it found confirmation not only in the spirit of our staff but also, by the outlook of a large number of our 'Old Boys.'

The Staff

The young men on whose courage and keenness this venture was initiated soon proved to be too few for its needs. The rest, the majority, had to be recruited in the open market. Despite this, it is a glorious record to the credit of that small nucleus that on the whole they set the standard and the tone. The main purpose was not allowed to go under. The distinctive atmosphere of Vidya Bhawan was kept clear and vital. Thus our workers built up Vidya Bhawan and, in its turn, Vidya Bhawan has produced new workers and strengthened old ones. This is the basic explanation of Vidya Bhawan's vitality today. It is indeed remarkable how in a blinding storm, some of our workers kept the torch alight. And further, by their example, they inspired the new entrants into the family.

Old Boys

I shall never forget a remark made more than twenty years ago by a Professor of St. John's College, Agra, that in a big class of fifty odd students one could at once spot a boy from Vidya Bhawan. This unsolicited testimony gave me tremendous satisfaction. In other ways and on different occasions we found further confirmation of it. Substantial number of boys and girls who spent five or six years in Vidya Bhawan carried the stamp of the institution. Quite frankly this could not be said about everyone of them. But, by and large the "Old Boys," this expression includes girls also, did imbibe much benefit from the life tradition and educational methods of Vidya Bhawan. It included uprightness, individual integrity and a sense of social obligation which was often easily noticed. Their loyalty to the *Alma Mater* was, in a large number of cases, deep and strong. This did not prevent them from criticising the parent institution when they considered it necessary in its interest. On the whole, they are a fine open-hearted lot, and feel drawn towards each other, because of the memories of their comradeship at school. Some of them are, I am happy to say, trusted and devoted members of the Vidya Bhawan teaching staff. The "Old Boys" made a wonderful gesture on the occasion of the Silver Jubilee by didecing to present to Vidya Bhawan a Guest House. The building cost fifteen to twenty thousand rupees. It is a magnificent monument of their loyalty and also a positive achievement of Vidya Bhawan. The Old Boys' Association has a constitution of its own and is a living organisation, actively interested in the progress and fortunes of Vidya Bhawan. The Constitution of Vidya Bhawan Society provides for representation of the Old Boys on its Executive Committee.

Financial Aspect

We now turn to an element which has constantly enveloped Vidya Bhawan right from the start namely, financial difficulty. We have lived in a state of continuous poverty, and seem to have thrived on it! It is a bare truth that at no time in these long lean years has the demon of financial hardship loosened its cruel grip. The income of Vidya Bhawan has always been short of expenditure. Raising of fees involved the risk af shutting out the children of lower income groups. Vidya Bhawan has had the unique misfortune of being always in debt. In the matter of buildings, equipment, library needs and laboratory apparatus, it always lagged behind the need The living conditions of the staff and amenities for students remain at austerity level. People often ask such questions: "How much reserve fund have you ? Vidya Bhawan must have some endowment]" Negative answers to such enquiries surprise our friends. I say to myself : We have a permanent reserve fund of poverty and debt, and our endowment consists of the rich spirit of our workers.

Gratitude to Donors

For many years Vidya Bhawan had no grant-in-aid or official subsidy. Efforts had to be kept up to cover the deficit through donations and subscriptions, which was a very depressing experience. However, it is only right and fair to record our sense of whole-hearted gratitude to our friends and donors who responded to our appeals To them goes the great credit of giving a lease of life to Vidya Bhawan from year to year. Particular mention must be made of the philanthropic businessmen of Bombay, Calcutta and several other places. I must cite the noble example of a munificent donor (he insists on remaining anonymous). When our fortunes were very low indeed, and Vidya Bhawan's very existence seemed to be in peril, he offered to meet our deficit by paying five thousand rupees per month for a period of three years. He really pulled Vidya Bhawan out of the jaws of death. To this generous friend (as also to others from whom we received financial help) we cannot be too grateful.

Abnormal Children

As the reputation of Vidya Bhawan spread in the country, we became the victim of another difficulty of a different type. Nobody had anticpated it, although in the retrospect we can understand how natural it was. Many parents brought their difficult children to Vidya Bhawan, afner having used all manner of harsh methods to "improve" them. They did not care to understand that Vidya Bhawan was meant for normal children and was not a hospital for defective children. However, good luck favoured us. To the great credit of our staff, in a large number of cases, (though not all), the achievement was phenomenal. We received touching and unstinted tributes of appreciation. Some boys of this category radically changed and their lives were rescued from disaster. Had it not been for Vidya Bhawan, they might have ended up in a prison or distinguished themselves for some anti-social activity or heroic misadventure.

Why at Udaipur

Some sympathetic friends who appreciated the work of Vidya Bhawan and wished it to thrive often expressed a surprise that we should have made the mistake of establishing it at Udaipur. Placed in the back-waters of Rājasthan, which itself had just emerged from its medieval phase, Udaipur had neither the resources-nor the enlightenment to stomach a radical institution like Vidya Bhawan. This is reasonable criticism and yet it shows a lack of imagination. Both practical and ideolegical considerations called for this decision. It was quite clear that for a long time the work would call for close and continuous personal direction. This would be only available at the place where the founders and first workers lived. Secondly, we felt that this spearhead in social adventure should be introduced in our own ultra-conservative society. Its very backwardness was the stimulus and justification for locating it there, because it was needed more urgently in our area than in other parts of the country So we took this step with an awareness that Udaipur was too poor and too backward to support a new effort like this. If Vidya Bhawan had been established in a large town like Delhi, Bombay or Kanpur, most of our troubles, particulary lack of funds and shortage of good teachers would not have been so serious. But for reasons explained above, it would not have been so satisfying. The bigger social purpose would have been largely lost and we might have ended up by establishing a good school in the narrow sense.

Statistical View

It may now be interesting to summarise the comparative development of Vidya Bhawan in a statistical form also. One can get an idea of its. growth from a glance at the following figures' —

VIDYA BHAWAN
COMPARATIVE STATEMENT OF PROGRESS—1931-1967

S. No.	Subject	Position at the end of the Session				Remarks
		1931-32 (After 1 year)	1941-42 After 10 yrs.)	1956-57 (After 25 yrs.)	1966-67	
1.	Number of pupils :					
	(a) Boys	67	176	675	1099	Including Pupil Teachers.
	(b) Girls		18	120	199	
2.	Number of teachers	16	22	85	130	
3.	Number of trained teachers	1	2	40	50	
4.	Salaries of teachers :					
		Rs.	Rs.	Rs.	Rs.	
	(a) Lowest Salary ...	15	25	90	90	
	(b) Highest Salary...	125	100	800	1450	
5.	Number of non-teaching members of Staff			82	73	Including clerks, accountants, storskeepers & other employees,
				Rs.	Rs.	
6.	Value of Buildings ...	61,260	1,06,499	12,29,322	44,57,159	
7.	Budget :					
	(a) Income	37,348	58,365	4,07,600	21,37,849	
	(b) Expenditure ..	42,148	84,453	4,81,018	23,11,878	
	(c) Deficit	4,800	26,088	73,338	1,74,029	
8.	Debts	40,000	45,000	6,00,000	13,32,050	
9.	Government Grant :					
	(1) Rajasthan Govt. ...		10,000	1,60,319	3,48,292	
	(2) Govt. of India ...		..	1,15,259	2,60,665	

Reminiscences

In reading this monograph the reader has travelled on a long and dreary road viewing a quickly changing landscape. I now propose for him a break in this wearisome experience—a brief rest before the end of this journey, to see some cameo pictures of the life of Vidya

Bhawan by relating a few incidents which I can recollect off hand. They are fairly representative of our experience, and also illustrative of this story.

(a) When we had decided to launch the scheme of Vidya Bhawan, many practical problems, such as securing land presented baffling difficulties. It was a constant fight against heavy odds. For example, we made one effort after another to obtain land, but for some reason or other, we did not succeed in our efforts. On many occasions when the anxiety was unbearable, I remember, I used to bolt the doors of my room from inside, go down on my knees like a trembling child with hot cheeks and pray with feverish earnestness for God's favour for our plans. It was a nerve-racking experience and the strain of meeting obstacles and failure often became almost unendurable.

(It is the first time that I am exposing this aspect of my behaviour to pubic view. Even now the memory of this experience shakes me !)

(b) When in spring of 1931 some newspapers carried the news of the foundation of Vidya Bhawan, one day I received a letter from a South Indian living in Simla. He felt pleased with our scheme. He was, he said, eagerly looking for a school of that type to which he desired to send his little son. He asked for a copy of the prospectus. We posted one immediately. His letter had given us great joy. Promptly came his reply, bringing somewhat angry reaction. He said that we had provided for a monthly tuition fee of Rs. 3/- for the pupils of Vidya Bhawan. He was convinced that the type of school described in the prospectus could not possibly be run on that low fee. He had, therefore, decided not to send his child.

(Precisely at the same time at Udaipur and in Rajasthan, we were being attacked for charging fees from scholars, an act of hardship and injustice to the common man! Government schools charged no fees at all).

(c) A few months after Vidya Bhawan had started functioning, an unsophisticated parent came to me and said something which I shall never forget. He said he had no intellectual capacity to judge the educational quality of Vidya Bhawan. However, he did wish to tell us that in one respect his children had changed since they joined Vidya Bhawan. Formerly, they had to be literally pushed out of their homes to go to school, but after being admitted to Vidya Bhawan, the reverse process had set in. They would rather skip their meal than forego a day of Vidya Bhawan. This report touched me deeply.

(d) When we applied for affiliation to the Board of High School and Intermediate Education, two Inspectors came to visit Vidya Bhawan and submit their report; On the day the Board's Inspectors came I also went to meet them at the School. In the course of our conversation about the special features and difficulties of our work. I placed before them the form of children's progress report which we had devised after considerable thought and discussion. This report used to be sent to the parents at the end of each term. I thought that this special effort would please the educationists. I was shocked at their reaction. Without even looking at it, the senior Inspector quickly and casually put it aside and asked to see the ledger book of the school account. Shrimali and I felt like wounded panthers, indignant and bewildered. We could have smashed our heads against stone walls, but we suppressed our feelings. It was indeed a revealing though painful experience.

(e) Vidya Bhawan had gone on for about a year and a half. One night we had a strom of extraordinary velocity. Early next morning I rushed to Vidya Bhawan and what I found was horrifying! We stood aghast at the scene of the damage under the shadow of Shakespearean thought: "When misfortunes come, they come not as single spies, but in battalions" The temporary sheds, roofed by corrugated iron sheets were blown off and some sheets were lying more than 100 yards away and the bamboo chip walls had completely disappeared. I had brought from Europe a large number of pictures, the reprints of masterpieces in the different art galleries and museums of Paris, Dresden Amsterdam, London, Vienna, Berlin. They had all been blown off. Not a single picture, not a trace of even their frame or glass, was visible anywhere. The state of our feelings and nerves can be easily imagined.

(f) One year I invited the late Rev. C. F. Andrews to preside over the Anniversary function. It was our practice to bring our distinguished visitors in touch with our workers. Two days after the Anniversary, I brought C. F. Andrews to Vidya Bhawan to have an informal chat with the staff. I know that he was a deeply religious person. In order that he should not take away any false ideas about our attitude towards religion and religious education, I decided to explain to him our views and practice. We invited learned men of different religions to speak to our boys so that they developed respect for and understanding of great faiths and creeds, but we did not provide direct teaching of any dogma. We emphasised the moral, cultural, and spiritual aspects of life, but did not touch denominational or sectarian side. I was afraid that this information would disappoint our guest. He expressed his reaction by relating to us an interesting anecdote. He said that Pandit Jawaharlal Nehru once told him (C. F. Andrews) that he was not a religious person. C. F. Andrews then repeated to us what he said to Pandit Nehru in reply. He did not accept Pandit Nehru's statement as correct and maintained that since he (Nehru) had in him the righteous earnestness for good cause, in C. F. Andrews' view he (Jawaharlalji) was a deeply religious man. With this imaginative remark he at once put our minds at ease.

(g) Mr. A. E. Foot, the Headmaster of the leading Public School of India (The Doon School) came and spent a few days with us in Vidya Bhawan. One evening we were having supper with the staff and our conversation turned on our dificulties, such as lack of funds, equipment, playing fields etc. We could not raise the scale of fees for otherwise the children of the lower middle class people would be shut out Foot, after listening to all this in a somewhat stony silence, turned to me and spoke in a tone of righteous indignation, "Mehta, you are here doing just the type of work that I would love to do." There was so much feeling behind his words. It impressed me deeply. We understood the force of his cryptic remark. The Doon School attracted the cream of society, the children of the rich and the fortunate. We, on the other hand, reached a different section of society.

The Governing Body of Vidya Bhawan was a representative body drawn from different sections of society, official and non-official. One of the members was the Head of the local Scottish Presbyterian Mission. On a day when the Executive Committee was convened and just as the members were arriving, a letter was delivered to me from our Rev. friend. What did I find on opening the letter! It was his resignation. He had expressed his inability to continue his membership of the Governing Body. We were astonished and did not understand the reason of his action. I wrote and asked him why he had withdrawn his co-operation which we had always valued. Would he like to talk things over ? To this he agreed, and we met two or three days later.

The Missionary friend came straight to the point and said that among his fellow Europeans in the town, his life had become miserable. They could not understand how he allowed himself to be associated with an Institution which was known to be seditious, disloyal to the Indian Ruler and the British Government. He could not continue to be a party to such an organisation. He then referred to a speech of Pandit Motilal Nehru and to another statement of his son, Pandit Jawaharlal Nehru in which it was openly said that Indian Princes were an anachronism in modern society and had no business to continue. He proceeded to ask me whether we subscribe to those ideas. The discussion, brutally frank, was carried on in a cordial and friendly spirit. I told him that Vidya Bhawan as such had no political creed in the narrow sense. It was not our aim or business to support or oppose any particular party or group or political ideology. Our concern was to send out young men and women into society with good character, a broad outlook and a well developed civic sense. After leaving Vidya Bhawan it was for them to choose whether they could become Civil Servants, Army Officers, Businessmen or politicians. We would be happy and satisfied if they worked, whatever may be their vocation or activity with integrity and devotion to duty. Beyond that I could give no other assurance about the future attitude or political outlook of our children. And then, I added with a certain amount of emphasis, "Could you guarantee that the boys of the State Schools and Colleges run by the Government would not, later in life, share the opinion about Indian Princes to which you have referred. This is a very brief gist of our talk which went on for nearly fifty minutes. Let me record with deep appreciation that it ended by my friend sincerly asking my permission to withdraw his resignation. I was greatly touched by his moral courage and open-heartedness. I knew quite well to what risks he was exposing himself. We parted as closer friends than even before.

These are all true incidents and are interesting and representative samples which throw side light on the story of Vidya Bhawan.

The story of the birth and the early years of Vidya Bhawan has all the ingredients of a pioneer effort-plenty of obstacles, a fair share of hard-ship and a tough struggle. There was also the joy of loyal, united comradeship in creative endeavour and a thrill of achievement.

Whatever may be the measure of its success, for many of us Vidya Bhawan has been a great teacher, truly a temple of wisdom. Though in the hard way, we have received excellent education and our lives have had a rich experience, indeed it has been a dynamic evolution of our mental horizon. Even if Vidya Bhawan suddenly collapses tomorrow, its contribution will still be valuable.

The future wears the mantle of mysterious uncertainty. Whatever be our aims, their realisation will largely depend upon the spirit of our workers. Their devotion and earnest labours alone can inspire hope for the future. We have before us a grand but difficult purpose. But great social ideals are not realised in a single generation. This, however, should not worry us, so long as the effort goes on. The desired result may even consist in keeping up the march towards the goal and not necessarily in actually reaching it ! The struggle of light against darkness, of the forces of good against evil must go incessantly. For this arduous journey, let us hope, our "Old Boys" and Workers will be given the necessary moral fervour and firmness of faith, and are not overcome with spiritual fatigue. If this little lamp is kept alight they need not worry about the results. Their watchword will be the inspiring motto of Vidya Bhawan (taken from the *Bhagwat Gita*):

"To action alone thou hast a right, and never at all to its fruits."

SEVA MANDIR

1. ORIGIN: Seva Mandir has its roots in the social vision of Dr. Mohan Sinha Mehta, inspired by the ideals of Servants of India Society and similar social reconstruction efforts in England and the U.S.A.

Dr. Mehta's dream took the first concrete shape towards realisation in 1952 when he put aside Rs. 50,000/-, his life's savings, into a public trust. Earlier a small plot of land had been acquired by him in Udaipur for the project. In 1965 a small building was put up on this site. Dr. Mehta as the first Life Worker and the Chief Member (Adhishthata) of Seva Mandir took up residence in this building in 1966. From then an active start was made in Seva Mandir's many sided efforts.

2. PURPOSE AND APPROACH: The main purposes of Seva Mandir are:

2.1 To provide opportunity and atmosphere for understanding human values and dispassionate study of the trends, needs and problems of the country, and to place so far as possible, the results of such study before society.

2.2 To undertake practical measures for promoting the social, economic, educational and intellectual development of the rural and the urban community.

2.3 Seva Mandir seeks to be a dynamic, positive and action oriented movement under the leadership of a small group of devoted, disciplined and dedicated workers with the attitude of meeting challenges by seeking and applying solutions to social problems rather than engaging in mere critique.

3. ORGANISATION

3.1 The Chief Member (The Adhishthata) is the executive and administrative head of Seva Mandir.

3.2 There is an Executive Council consisting of the Trustees and equal number of elected members. This Council lays down the general policy and guides the activities of Seva Mandir.

3.3 Secretaries: They have coordinating responsibilities for the programmes and activities of Seva Mandir. There are Secretaries for general administration organisation, programmes, continuing education and development.

3.4 Directors: Each activity of Seva Mandir is organised under the leadership of a Director. Their work is coordinated through a regular fortnightly meeting under the Chairmanship of the Adhishthata.

3.5 N. B. Seva Mandir is a Registered Body with a written Constitution.

4. MEMBERSHIP: There are six categories of memberships: Life Workers, Active Members, Honorary Members, Life Members, Ordinary Members and Institutional Members. At present bulk of the membership is located in Udaipur. Seva Mandir has a small branch in Jaipur and there are a few life members in other parts of the world.

5. ACTIVITIES: The aims of Seva Mandir are being persued through the following activities:

5.1 Adult Education: At present in volume and outlay of resources this is the main area of Seva Mandir's concern. It includes:

5.1.1 A Functional Literacy Programme in the Panchayat Samiti (Block) of Badgaon. (Population 63,000 in 150 villages in an area of 250 square miles.)

5.1.2 An Experimental Functional Literacy Project, aided by the Ministry of Education, Government of India has been started in adjoining Kherward Panchayat Samiti to find out motivational factors for acquiring literacy skills and test effectiveness of different patterns of supervision through conducting 100 functional literacy centres.

5.1.3 A Rural Mobile Library (financed by the Union Ministry of Education) has been started in adjoining villages as a follow-up programme of the literacy drive. Apart from making books available at the door steps of the reader it will also strive to find out reading interest of the masses and effective patterns of book distribution.

5.1.4 A Centre for Continuing Education has been set up in assistance with the University of Udaipur to offer a variety of courses and seminars of general and vocational nature for people of different sections of society.

5.2 Discussion Group (Swadhyaya Mandal) - Discusses issues and problems of social, economic, political and philosophical concern at national and international levels - often introduced by eminent scholars and public figures.

5.3 Youth Group (Yuva Dal) - Organises social work programmes for its members on the basis of their interests and capabilities and community needs.

5.4 Women's Association (Mahila Sabha) - Holds meetings and organises cultural activities for women to promote their educational and vocational capabilities.

5.5 Students Forum (Vidyarthi Sangam) - Provides a forum for university and college level students to discuss problems peculiar to their situation and evolve constructive programmes for their resolution.

5.6 Publications (Prakashan) - This section has made a beginning with publishing functionally-oriented material for neo-literates. A few pamphlets of general social value have been published. A periodical reflecting the values and concerns of Seva Mandir is being planned.

5.7 Comprehensive Village Development (Samagra Gram Vikas) - Under this programme selected villages are taken up for sustained and concentrated work of all round development by the villagers themselves assisted by a full time worker of Seva Mandir who will live in the villages.

5.8 Amateur Dramatic Society (Abhinay Goshthi) - Is concerned with developing interest in drama and music as media and means of social awakening.

5.9 Elderly Persons' Association (Vayovriddha Jan Samiti) - Organises cultural and social activities for elderly people retired from active working life.

5.10 Other Activities - In addition to the above activities sponsored by itself, Seva Mandir also collaborates with Amnesty International and Shanti Sena. This year, Seva Mandir has undertaken relief work in the draught and famine affected areas of Udaipur District. The work includes digging of new wells and deepening of the existing ones. As many as 80 wells have been covered in the programme.

6. LOOKING AHEAD: Seva Mandir's work is less than six years old yet it has already made a noticeable impact on the lives of people in the villages and in Udaipur where Seva Mandir's programmes are carried out. In the near future new activities such as Mobile Library Services and a variety of courses at the Continuing Education Centre will be launched. The Central Library is now nearing completion and will be shortly put into use. Thus the activities and the organisation grows but Seva Mandir is constantly vigilant that its resources be put directly at the service of the people in the community with an organisational structure which is both efficient and accessible.

7. SEVA MANDIR MANAGEMENT

7.1 Board of Trustees

7.1.1 Dr. Mohan Sinha Mehta; Adhisthata, Seva Mandir

7.1.2 Dr. K. L. Shrimali; Vice-Chancellor, Banaras Hindu University, Banaras

7.1.3 Shri Chandra Sinha Mehta; 17, King Edward Court, 55, Chowranghee
Calcutta - 16,

7.1.4 Shri Chandan Singh Bharakatiya; 20/3, Yashvant Nivas Road, Indore

7.1.5 Shri K. L. Bordia; Chairman, Board of Secondary Education, Ajmar

7.1.6 Shri F. L. Vardia; 62, Cunningham Road, Banglore-1

7.2 Executive Council

7.2.1 Dr. Mohan Sinha Mehta

7.2.2 Dr. K. L. Shrimali

7.2.3 Shri Chandra Sinha Mehta

7.2.4 Shri Chandan Singh Bharakatiya

7.2.5 Shri K. L. Bordia

7.2.6 Shri F. L. Vardia

7.2.7 Shri Siddha Raj Dhaddha

7.2.8 Dr. L. M. Singhvi

7.2.9 Shri I. R. Shah

7.2.10 Shri Devilal Samar

7.2.11 Prof. P. N. Mathur

7.2.12 Shri K. N. Shrivastava

7.3 Enquiries may be addressed to: The Programme Secretary,
Seva Mandir,
Udaipur (Rajasthan) 313001
Telephone: 351

PROFILE OF ANDHRA MAHILA SABHA

Education Services

The Sabha has established Balwadies especially for the children of working women, one each in Hyderabad, Sangareddy, and Madras. Specially trained teachers and Ayahs provide education and recreation to children below the age of six. Primary Schools are also attached to the Balwadies in all the three places for the education of children upto class five.

A High School for Girls has been established and is being maintained by the Andhra Mahila Sabha in Hyderabad. A similar High School for boys and Girls is run under the auspices of Andhra Mahila Sabha in Sangareddi. In Madras, a Mahila Vidyalaya for coaching Girls and Adult women for the Matriculation examinations of the Banaras Hindu University is conducted.

The Andhra Mahila Sabha's educational activities extend also to Collegiate Education for women. Two Colleges have been established in Hyderabad—The Arts and Science College and the College of Education.

The Andhra Mahila Sabha in Hyderabad is also implementing the Central Social Welfare Board's Scheme for Condensed Course of Education for Adult Women who are not in a position to take advantage of the High Schools.

It will be seen from the above that Andhra Mahila Sabha provides facilities for the 'complete' education – from the Kindergarten stage for the child to college stage for the youth. The education of the Orthopaedically Handicapped and the Mentally retarded is not forgotten. The Andhra Mahila Sabha is conducting a school for them in Madras, recognised as a special School by the Government of Tamilnadu.

The education and training of the Adult Farmers, who are illiterate is also an important plank in the programme of the Andhra Mahila Sabha. The Sabha is implementing Functional Literacy Programmes for the farmers in selected blocks in eight districts of Andhra Pradesh. These projects are integrated with child-care and Family Welfare programmes.

Health Services

The Andhra Mahila Sabha has established two Hospitals, one in Hyderabad and another in Madras with a Bed strength of 75 in each to provide for medical care and treatment of women and children, belonging especially to middle and lower income groups. Besides regular Medical Staff, experts in the fields of Medicine and Surgery are giving their services as honorary consultants. The Nursing Homes are adequately equipped with Operation Theatres, X-Ray clinics and Pathological Laboratories. The Nursing Home in Madras conducts two Family Planning Clinics and is also implementing a scheme for Pregnancy Counselling. The Nursing Home in Hyderabad runs a Family Planning Clinic and has established a separate Sterilization Ward.

The Nursing Home in Hyderabad provides Training to 130 girls as Auxiliary Nurse Midwives and to 80 as General Nurses. Similar Training as Auxiliary Nurse Midwives is provided for 60 each in Mahaboobnagar and Sangareddi and 130 in Madras.

Rehabilitation Services

A special feature of the programme of Andhra Mahila Sabha is the Orthopaedic Centre established in Madras for the treatment, education and rehabilitation of the Physically handicapped children. The Centre provides treatment and exercises in its Departments of Physiotherapy, Occupational Therapy, Hydro Therapy, etc., A special School is attached for the education of the Orthopaedically handicapped children while undergoing treatment. A Vocational Rehabilitation Unit is also established for the training and rehabilitation of the physically handicapped and mentally retarded children.

Employment Services

Training and Production Units for Handicrafts like Dyeing and Textile Printing, Toys and Artistic Leather Work are also set up in Hyderabad, where a number of women trained in the Handicrafts Institute are employed. The Packaging and Binding Unit trains women and employs them in Book-binding etc. The Mahila Press undertakes Printing of Registers and Stationery for Andhra Mahila Sabha Institutions and Books and other publications for the Literacy Projects. The Press also undertakes job works from the public. The Press also is engaged in printing of Andhra Mahila Sabha's monthly magazines in English and Telugu — Vijaya Durga.

Hostels

For the benefit of the students, trainees and staff of its institutions and also for working women, the Andhra Mahila Sabha has established five hostels - one in Hyderabad for 400, two in Madras for 150 and 80 respectively and one each in Mahaboobnagar and Sangareddi with a provision for 60 each. The two Colleges of the Andhra Mahila Sabha in Hyderabad also run a hostel for the benefit of their students.

Tourist Hostel

Andhra Mahila Sabha is perhaps the only Voluntary Social Welfare Organisation in the Country which has established a hostel for accommodation and board for the Tourists — Foreign and Indian. The Tourist Hostel in Madras — reckoned as a Star Hotel by the Department of Tourism, Government of India, has provided all modern amenities, besides a Conference Hall and an open-air auditorium. It caters vegetarian and non-vegetarian food.

Gandhi Bhavans

The Andhra Mahila Sabha has constructed a Gandhi Satabdi Bhavan in its College campus in Hyderabad to propagate the ideals of Gandhiji and to promote constructive work. The Sabha has also been instrumental in the construction of Gandhi Bhavans in 10 districts in Andhra Pradesh so far.

Committees have been constituted for organising constructive work.

Buildings

The Andhra Mahila Sabha has constructed buildings at a total cost of Rs, One crore approximately for all its activities in Hyderabad, Mahaboobnagar and Sangareddi in Andhra Pradesh and in Madras in Tamilnadu State.

THE INDIAN MYSORE MOVEMENT IN NONFORMAL UNIVERSITY EXTENSION ADULT EDUCATION, 1933-53 introduction from a forthcoming article

I. INTRODUCTION

In 1933 a band of dedicated and devoted teachers at the University of Mysore in India started a non-credit, nonformal Adult Education extension movement, later referred to as the "Mysore Experiment."[1] It was a movement developing and utilizing a university extension service to take the ideas and perceptions of the Indian tradition and the modern world from behind university walls and bring these to both the nonliterate and literate people in the villages.

The idea of a university extension service for adults in the community, earlier had been developed and used in other nations, including Great Britain and the United States, but had not been developed or used in India in such a unique way prior to the Mysore Movement.[2] However the Indian University extension services for adults did not emerge until later and lacked the foundation and the broader and substaining role definition of the university as a community service agency. This limited definition of the university's role has been noted by two authorities on Indian Adult Education, Dr. Amrik Singh, Secretary of the Indian University Association for Adult Education and Dr. Mohan S. Mehta, past president of the Indian Adult Education Association, and former vice-chancellor of the University of Rajasthan.

As Dr. Singh has pointed out,[3]

> Beginning towards the end of the last century, a number of social and other pressures helped to enlarge the role of the European university ... While it is true of universities of other countries, it is not true of our universities ... Founded over a century ago as schools for the training of those who were preparing to enter into administration at the lower level they have gradually extended their scope of work and also raised their sights. Today the best that can be said about our universities is that they are suppliers of trained manpower both at the lower and higher levels.

Dr. Mehta has noted,[4]

> The Indian university has been, since its birth about 110 years ago, an exotic plant in our country. It has not yet fully acclimatized itself in the land of its activity... Even in the West adult education has occasionally been treated as a step-child of the university. But in India the position is much worse. It is not even recognized by many responsible people as a legitimate function of the university. This factor is like a big boulder in the way of our advancement.

Recognizing the very limited nature of extension services provided by the Indian Universities to adults in their communities, the Kothari Commission (1966) called for an expansion of the services provided by the universities.[5]

> The Universities in our country must take upon themselves a much larger share in the responsibility of educating the adults... the function of the University is to help the social, economic, educational and cultural growth of the community which it serves... Universities should organize social service camps and adopt villages for intensive programmes for development and erradication of illiteracy, as well as, for maintainance of schools and other similar social services ... There is no end to the ways which a University can adopt making their extension services effective.

Unfortunately, repeated calls for extension services for adults in the community have not brought adequate responses from Indian Universities. Dr. Singh has noted the existence of this situation in India.[6] "In other countries of the world there is considerable cross fertilization between the universities and the government and other sectors of society represented by public life, industry, business, law, journalism, publishing, broadcasting, etc. In our country however, there is very little of this ..."

Dr. Singh also suggests that a deep university commitment to serve the public through extension services is of greater long-range public significance than the mere establishment by a university of a department of extension services.

> The thing to reflect upon is not the inability of our universities to have yet another department (of extension work) but the inability to change their direction of work. Extension work is not an additional programme of work undertaken in response to certain pressures and in certain situations. It is, to put it simply, adding another dimension to the mission of the university... These barriers have been broken down in most other countries of the world... Indeed it would not be too much to say that we are imprisoned in that mould which took over from nineteenth century England. That we should still be imprisoned in what that country herself has outgrown is ironical in the extreme.

Referring to the historical attempt to develop and continue extension services, of which the Mysore Movement was a significant part, Dr. Singh has noted,

> Efforts have been made in recent years to popularize extension work but have not met with much success. Broadly speaking, these fall into two well defined phases. There were universities like Mysore and Viswa Bharati which, right from the day of their establishment, recognized the importance of doing something for the community. They did some very useful work in eradicating illiteracy from the countryside, publishing some reading material largely for the use of the rural masses and inspired quite a few other activities in furtherance of this objective. Baroda and Poona, which were set up a little later, followed more or less the same kind of programme. These efforts, however, did not get very far and in the course of time began to slow down to a halt. By the end of the last decade, the general social and political tone of dedicated work began to look more and more incongruous, to put it no more strongly.

The University of Mysore presently has a Prasaranga, or extension service department, as do other universities in India. But, as Dr. Singh has noted, these institutions have not expanded nor maintained their original commitments to provide community service to the adult population.

The case study of the Mysore Movement reported in this paper should provide some insight and perspective on the dedication, stages of development, process and personages, and decline of the extension idea at a major university in South India. This case study also will provide additional information on the process and reasons for decline of the sense of dedication at Mysore, and suggest a possible framework to understand other adult education movements in India.

The Mysore Movement in Adult Education is part of South India's local history and the particular heritage of approximately thirty-million Kannada speaking people. Currently, the State of Mysore, with its capitol city Bangalore and the city of Mysore, is a constituent state in the Republic of India. It is physically bounded by Bombay, Andhara, Madras and Kerala. The cultural and political heritage of the people of this area dates back to the Kadamba Dynasty, mentioned by Ptolemy, which ruled until the 12th century. It also includes the British establishment of a protected state (dual mandate) in 1799, and the British restoration of a descendent of the Hindu Raj to the throne. The Hindu dynasty provided a significant line of enlightened rulers, and included Krishnaraja Wadiyar IV, under whose rule The University of Mysore was founded. Many people in Mysore clearly identified themselves with the Kannada linguistic and cultural heritage of Mysore and some, including those connected with the Mysore Movement worked to

The Mysore Movement flourished between 1932 and 1943 and brought the world of ideas and learning to thousands of people in the rural and urban areas of Mysore. There was a sense of hope and an intense dedication to service which inspired this "experiment" and an optimistic vision of the future. These were linked to:a unique confluence of social and historical factors, the type of dedicated and capable people involved in Indian Adult Education, the Kannada nationalist movement in Mysore State, and a cosmopolitan democratic humanist ideology which transcened the existent traditional elitist and aristocratic notion of the university.

This Mysore Movement has significance which transcends the local context, belongs to the Indian people, and shows the character and issues of Indian Adult Education. It reflects the idealism, dedication to service and great capabilities of the Indian people in coping with and surmounting staggering problems. It also represents a significant milestone of high quality nonformal university extension education. The long-range failures of this movement might be considered along with the failures of other university extension services for adults, to suggest possible procedural and structural guidelines for greater success. Except for the fact of its limited success and eventual decline it could serve as a model for the uplifting of adults and improving the human condition, not just on the Indian scene but on the broader global stage. As a statement in time and space, it should be held as a beacon and prevented from being obliterated by the passage of time. Given the unique situation of the 1930's and 1940's, the confluence of variables produced a brilliant flash of human accomplishment and achievement, a guide for further activity, and a significant marker on the long trail of human experience.

This case study is an attempt to reconstruct some of the more significant aspects of that human experience, and place developments in a context of personal, social and institutional forces.

II. CONTEXT OF THE MYSORE MOVEMENT

A. Overview of Factors

There were a number of fundamental long-range causes of the Mysore Movement, as well as immediate or crystallizing factors. Fundamental causes included some of the populist ideas expressed in the founding of the University of Mysore. Although not implemented, they formed a limited ideological context for providing acceptability for this major movement. Devotion to the Kannada language and culture movement was another fundamental cause and represented an awareness of the bond of linguistic and cultural heritage among the Kannada people. This feeling was heightened by the advocacy of B. M. Srikantia, professor of English Literature at the University of Mysore, respected symbol of the Kannada Renaissance for many of the leaders of this movement, and subsequently an honorary professor of Kannada language.

Also included among the causes was the populist pressure to justify public support for the University during the hard times of the 1930 depression. This was accomplished by engaging in expanded public service, rather than continuing in the traditional exclusive role of a university as an elite "center of excellence."

There were major intellectual and social movements, both in the United States and in India, that also helped to crystallize the Mysore Movement. For example, John Dewey, the American Progressive Movement, and the ideas of Mohandas Gandhi pertaining to the need for a grass roots Renaissance in India were the contextual frames for G. Hanumantha Rao's thoughts and actions. The key leader in the Mysore Experiment, Hanumantha Rao was described as the "engine,"[9] and driving force for this movement and its significant cosmopolitan input.

The Mysore Movement was welded into an organization by Hanumantha Rao, then Professor of Philosophy at the University of Mysore and his associate S. V. Krishna Swamiengar, then Professor of Political Science. Leadership and dedication were of vital significance in the use and development of the Mysore Movement. Also of vital significance was the institutional support system, the University Teachers' Association, founded and directed by Hanumantha Rao. This enabled utilization of the ideologies, ideas, charismatic energies and pressures of that time in constructive ways.

During the period of the Mysore Movement, stress on the vernacular and literacy had begun in other areas of India as well. However, no other region took up this kind of work with such persistency and consistency as did the Mysore region. In the field of education of the adult, literacy campaigns, social work in the villages and the Mysore type of lecture extension on advanced subjects, the Mysore area was highly productive and made significant contributions.